

Test Administrator

User Guide

2017-2018

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Section I. Introduction to the User Guide

This user guide supports Test Administrators (TAs) who manage testing for students participating in OAKS Online. This introduction describes the contents of this user guide and includes a key for identifying icons and elements.





Organization of the User Guide

- [Overview of Online Testing](#) provides an overview of online testing and general test rules.
- [Accessing the Test Administration Sites](#) explains how to log in to the TA sites.
- [Overview of the Test Administration Sites](#) describes the overall layout of the TA sites and highlights the important tasks and functions.
- [Administering Online Tests](#) outlines the process for creating a test session, approving students for testing, pausing tests, and logging out.
- [Signing in to the Student Testing Site](#) explains how students sign in to a test session.
- [Overview of the Student Interface](#) describes the layout of an online test, as well as the tools available to students.
- [Proceeding through a Test](#) explains how students complete tests.
- The [Appendices](#) provide additional information about the secure browser, accessibility supports keyboard commands, transferring test sessions, ELPA, performance tasks, and user support.

Document Conventions

[Table 1](#) describes the conventions appearing in this guide.

Table 1. Key Symbols and Elements

Element	Description
	Alert: This symbol accompanies important information regarding a task that may cause minor errors.
	Note: This symbol accompanies additional information or instructions of which users must take note.
	Policy: This symbol accompanies information regarding test administration policies.
	Warning: This symbol accompanies important information regarding actions that may cause fatal errors.

Intended Audience

This user guide is intended for Test Administrators responsible for proctoring tests with OAKS Online. To use this system, you should be familiar with using a web browser to retrieve data and with filling out web forms. You should also be familiar with printing documents and adjusting a computer's audio settings. If you or your students use Chromebooks, iPads, or other tablets for testing, then you should be familiar with these devices as well.

Additional Resources

The following publications provide additional information:

- For information about policies and procedures that govern secure and valid test administration, see the [Test Administration Manual](#).
- For information about the appropriate identification, selection, and administration of assessment accessibility supports, see the [Oregon Accessibility Manual](#).
- For information about student and user management, rosters, and appeals, see the [TIDE User Guide](#).
- For information about supported operating systems and browsers, network and internet requirements, general peripheral and software requirements, and configuring text-to-speech settings, see the [Technical Specifications Manual for Online Testing for Online Testing](#) and the [Operating System Support Plan](#).
- For information about installing secure browsers, see the [Secure Browser Installation Manual](#).
- For information about viewing reports on student test participation and performance, see the [Online Reporting System User Guide](#).
- For information about supported hardware and software for Braille testing as well as information about configuring JAWS, see the [Braille Requirements and Testing Manual](#).

The above resources are accessible on the Oregon Assessment of Knowledge and Skills Portal (oaksportal.org).

Section II. Overview of Online Testing

OAKS Online delivers Oregon's online tests (for a list of the types of tests available in OAKS Online, see [Table 2](#)). The following sections describe highlights of online testing in general and OAKS Online in particular.

Description of the OAKS Online Sites

OAKS Online consists of practice sites and operational testing sites. The practice sites function identically to the operational testing sites.

- **Practice Sites**
 - **TA Interface Training Site:** Allows TAs to practice administering tests.
 - **Student Practice Test Site:** Allows students to practice taking tests online and using test tools.
- **Operational Testing Sites**
 - **TA Interface:** Allows TAs to administer operational tests.
 - **Student Interface:** Allows students to take operational tests.

User Roles and System Requirements

Access to the practice and operational testing sites depends on your user role and browser.

- TAs can use any supported web browser to access either the TA Interface Training Site or the TA Interface.
- Students, TAs, and parents can use a supported web browser or secure browser to access the Student Practice Test Site as guests (though some features are only accessible with the secure browser). Students can also sign in to practice test sessions created by a TA.
- Students use a secure browser to access the Student Interface.

For information about supported operating systems and browsers, see the OAKS Portal (oaksportal.org).

Tests Available in OAKS Online

The following tests are available via OAKS Online.

Table 2. Tests Available in OAKS Online

Assessment Type	Assessments
ELPA Tests	ELPA Summative: Kindergarten, Grade 1, Grade 2-3, Grade 4-5, Grade 6-8, High School ELPA Screener: Pre-K, Kindergarten, Grade 1, Grade 2-3, Grade 4-5, Grade 6-8, High School
OAKS Tests	Science: Grade 5, Grade 8, High School Social Sciences: Grade 5, Grade 8, High School
Smarter Balanced Performance Tasks (PT)	ELA: Grades 3-8, High School Mathematics: Grades 3-8, High School
Smarter Balanced Computer-Adaptive Tests (CAT)	ELA: Grades 3-8, High School Mathematics: Grades 3-8, High School

General Rules of Online Testing

This section describes the rules for administering online tests.

About Accessibility Supports

Students must not begin testing until they are assigned the correct accessibility supports. You may have to update some accessibility supports in the Test Information and Distribution Engine (TIDE). For more information see [Appendix A](#).

Navigation Rules

- Students cannot skip questions. Students can mark questions for review and return to them later to change the answer, if necessary.
 - Some pages contain multiple questions. Students must answer all the questions on a page before moving to the next page.
- Students must submit the test after they finish answering all questions.

Pause Rules

TAs and students can pause a test in order to temporarily log the student out of the test session. The following pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

For all tests except ELPA and Smarter Balanced Performance Tasks, students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review. The only exceptions to this rule are if students pause the test before answering all of the questions on the current page. If students return to a paused test within 20 minutes, it opens to the last page they were working on. If they return to a paused test after 20 minutes, it opens to the first page that has at least one unanswered question.

For ELPA and Smarter Balanced Performance Tasks, no pause rule is in effect. Students may pause the test for as long as they wish and still review answered questions within the current segment. However, they cannot review questions answered in a previous test segment.

About Segmented Tests

The following tests consist of segments:

- ELPA Summative (two segments)
- ELPA Screener (three segments)
- Smarter Balanced ELA Performance Task (two segments)
- Smarter Balanced Mathematics CAT at grades 6, 7, 8, and 11 (two segments)

ELPA tests require TAs to approve students' entry into the second segment (the speaking segment).

Test Timeout Rules

For all tests except for ELPA tests, a warning message displays after 20 minutes of test inactivity. For ELPA tests, the warning message appears after 30 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

Test Opportunity Expiration Rules

Opportunities refer to the number of times a student can take a test within a range of dates. Tests may have one opportunity or multiple opportunities. A student's test opportunity remains active until the student submits the test or until the opportunity expires, whichever occurs sooner. Once a test opportunity expires, the student cannot complete or review the test.

- For tests with multiple opportunities (OAKS Science & Social Sciences) students may only take one opportunity per day.
- Smarter Performance Tasks: Students must complete their test opportunity within **20** calendar days of the start date.
- ELPA Summative, Smarter Balanced CAT tests: Students must complete their test opportunity within **45** calendar days of the start date.
- ELPA Screener auto-submits at 11:59 pm on the 4th calendar day from when it was opened.
- Student tests expire at 11:59 pm PT on the final day of their opportunity.



Warning: Once a test has been submitted or expired, students can take no further action. The Test Management Center in TIDE has a section called “Plan and Manage Testing,” that allows users to identify students who have not yet completed a test, as well as those close to their expiration date. For more information, refer to the [TIDE User Guide](#).

Section III. Accessing the Test Administration Sites

This section describes how to access the TA Sites.

To access the TA Interface:

1. Navigate to the OAKS Portal (oaksportal.org).
2. Select your user role. The selected **Welcome** page appears.
3. Select **Test Administration**. The login page appears.
4. Enter your email address and password.
5. Click **Secure Login**. The TA Interface appears.

Figure 1. Portal User Cards

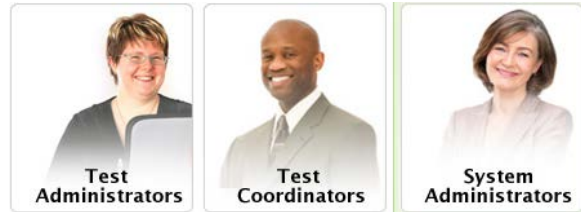
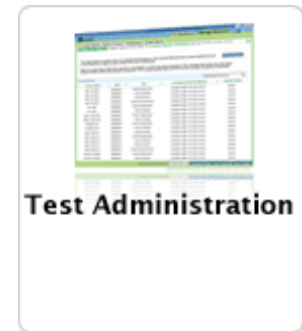


Figure 2. Card for TA Interface



6. If you are associated with multiple institutions, and one or more of those institutions has a Test Window set, a pop-up message prompts you to select a testing institution. Select your institution from the drop-down list and click **Go**. To change the institution, you must log out and then log back in. The institution selection affects which tests you may administer (based on local test windows); it does not affect which students can participate in your TA test session.

Important!

Please choose the institution for which you will be administering this test session.
[Message Code: 12306]

Select your School/District
Click here to choose

Go

To access the TA Interface Training Site:

1. Navigate to the OAKS Portal (oaksportal.org).
2. Select your user role (see [Figure 1](#)). The selected **Welcome** page appears.
3. Select **Training Site**.
4. Select **TA Interface Training Site**. The login page appears.
5. Enter your email address and password.
6. Click **Secure Login**. The TA Interface Training Site appears.

Figure 3. Card for TA Interface Training Site



Note: For information about logging out of the TA Site, see the section [Logging Out of the TA Site](#).



Warning: If you navigate away from the TA Interface or TA Training Site during a session, **your session stops and all students in the session are logged out**. If you need to access a different OAKS Online system, you may do so in a separate window. For additional information, refer to the [Stopping a Test Session and Logging Out](#) section in this user guide.

You may **transfer an open test session** from one device to another without logging out or stopping the session. For more information, see [Appendix D](#).

About Usernames and Passwords

Your username is the email address associated with your account in TIDE.

When a TIDE administrator (usually the DTC or STC) creates a new account for a user, the user receives an email containing a link to the Reset Your Password page ([Figure 3](#)) in TIDE.

The link will remain active for 15 minutes after the email was sent. If the user does not set up his or her password within 15 minutes, the user can easily request a new link at any time to reset their password from the TIDE Login page, by clicking "Forgot Your Password?", then following the on-screen instructions. This can be done at the user's convenience, once they are in front of a computer and have set aside time to access TIDE.

If you do not receive an activation email, check your spam folder. Emails are sent from AIRAST-DoNotReply@airast.org, so you may need to add this address to your contact list.



Note: 2016-2017 TIDE accounts will not role over. ESD Partners will add District Test Coordinator (DTC) users to TIDE after DTCs have completed their 2017-18 training requirements. As in past years, DTCs may then request a list of the users in their districts from the previous year from their ESD partner to facilitate the creation of user accounts for 2017-18.

To activate your account:

1. Click the link in the activation email. The **Reset Your Password** page appears (see [Figure 3](#)).

Figure 3. Fields in the Reset Your Password page

2. In the *Password* and *Confirm Password* fields, enter a new password. The password must be eight characters long and have at least three of the following: one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character %, #, or !.
3. Click **Submit**. The **Select a Security Question** page appears (see [Figure 4](#)).

Figure 4. Fields in the Select a Security Question Page

4. From the *Security Question* drop-down list, select a security question, and enter an answer.
5. *Optional:* To add an additional security question, click **Add an additional question**, select a security question and enter your answer. You can add multiple security questions, if desired.
6. Click **Next**. The OAKS portal page appears.



Please note that if an account is created for an incorrect e-mail address, it will need to be deleted, and a new account created for the user.

Section IV. Overview of the Test Administration Sites

This section describes the test administration sites for TAs. Throughout the rest of this user guide, “TA Site” refers to both the TA Interface and TA Interface Training Site.

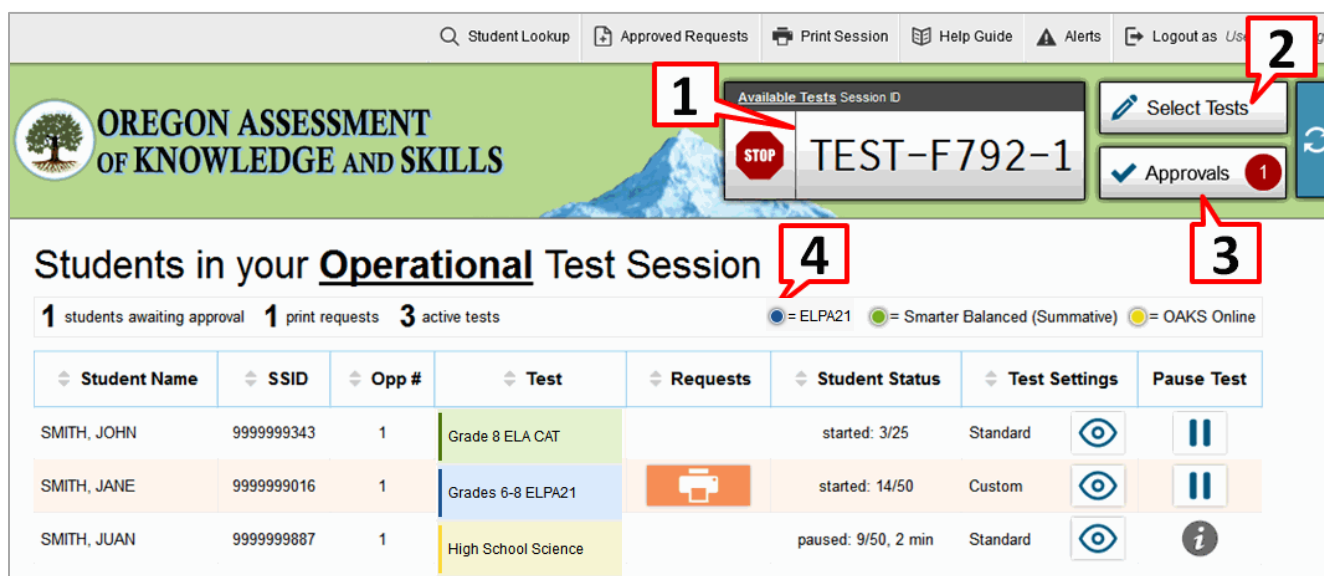


Warning: Do not use the TA Interface for practice. To practice administering tests, use the TA Interface Training Site. Both TA Sites have the same functionality, but the available tests are different. Tests provided in the TA Interface are operational and students’ scores will be official.

TA Site Layout

[Figure 4](#) displays the layout of the TA Site during an active test session.

Figure 4. TA Site Layout




Essential features in the TA Site:

1. Session ID
2. **Select Tests** button
3. **Approvals** button
4. **Students in Your Test Session** table

[Table 3](#) provides an overview of the major features available in the TA Site.

Table 3. TA Site Features

Feature	Description/More Information
Student Lookup button	Searches for student information. See the section Looking Up Students .
Approved Requests button	Displays a list of print requests you approved during the current session. See the section Viewing Approved Print Requests .

Feature	Description/More Information
Print Session button	Prints your screen. See the section Printing Session Information .
Help Guide button	Displays the online version of this user guide.
Log Out button	Logs you out of the TA Site. See the section Stopping a Test Session and Logging Out .
Alerts button	Displays alert messages from the Oregon Department of Education. See the section Alert Messages .
Stop Session button*	Ends the test session. See the section Stopping a Test Session and Logging Out .
Session ID *	Displays the unique ID generated for the test session.
Select Tests button	Opens the Test Selection window. See the section Starting a Test Session .
Approvals button*	Opens the Approvals and Student Test Settings window. See the section Approving Students for Testing .
Refresh  button*	Updates the on-screen information.
Students in Your Test Session table**	Displays the testing progress for students in your test session. See the section Monitoring Students' Testing Progress .

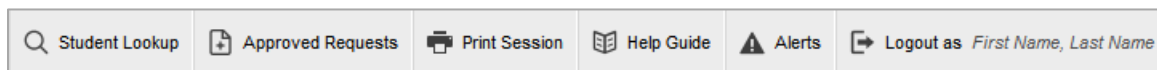
*Feature appears after you start a test session.

**Feature appears after you approve students for testing.

TA Site Features

This section provides instructions for using the features available in the banner at the top of the TA Site (see [Figure 5](#)).

Figure 5. TA Site Banner



Reviewing Session Attributes

When starting a session, you may need to select certain attributes for that session (for more information, see the section [Starting a Test Session](#)). To review the selected attributes for a session, click **Session Attributes** in the banner.

Looking Up Students

You can use the student lookup feature to perform a quick or advanced search for student information. This is useful if students signing in to your test session cannot remember their login information.



Warning: You must ensure that a student's demographic information is correct before testing begins. **Student information must be up to date in TIDE.** If a student's information is not correct or not present, that student must not begin testing.

To perform a quick search:

1. In the banner, click **Student Lookup**.
2. Enter a student's full SSID or Temp ID (for ELPA Screener only) and click **Submit SSID**. Search results appear below the search field (see [Figure 6](#)).

Figure 6. Student Lookup: Quick Search

Quick Search
Advanced Search
Close

Enter the student's full Student ID (SSID) and click [Submit SSID] to search for that student's record. A record displays the student's name, birth date, grade, and school/district information. Searches by partial SSID are not permitted.

Note: This Student Lookup feature allows you to verify student information for login purposes only. It does not indicate whether a student is eligible to test. To verify student eligibility for a specific online assessment, please check TIDE.

SSID: 9999999179
Submit SSID

Search Results

First Name: JESSICA
Last Name: Demo
SSID: 9999999179
Grade: 05
Date of Birth: 12/07/1992
Gender: F
School: zzz AIR Training School1
District: zzz AIR Training District
Challenge Up:
LEP: Y
Ethnicity: 6
Name: HART, JESSICA

To perform an advanced search:

1. Click **Student Lookup > Advanced Search**.
 - a. Select the appropriate district and school from the drop-down lists.
 - b. Select the appropriate grade.
 - c. *Optional:* Enter a student's exact first or last name. Partial names are not allowed.
2. Click **Search**. Search results appear below the search fields (see [Figure 7](#)).

Figure 7. Student Lookup: Advanced Search

Use the drop-down menus to select the District, School, and Grade for your search. A First or Last Name is required.

District/School
zzz AIR Training School

Grade
Grade 04

First Name
John

Last Name

Search

Search Results

SSID	First Name	Last Name	Grade	Details
9999999002	JOHN	JOHNSON	04	

3. To view a student's information, click in the Details column.

Viewing Approved Print Requests

You can view a list of every print request you approved during the current session. This is helpful when collecting printed materials at the end of the session to ensure all secure materials are accounted for.

To view approved requests:

1. In the banner, click **Approved Requests**. The **Print Requests** window opens (see [Figure 8](#)), listing print requests by student.
2. If you wish to print the list of approved requests, click **Print**.

Figure 8. Print Requests Window

Test	Request	Question #	Approved On
Grade 6 ELA CAT	Print Item - Item 1	1	9/19/2016 11:25:41 AM
Grade 6 ELA CAT	Print Passage - Passage for Items 1-8	0	9/19/2016 11:21:14 AM



Note: For information about approving print requests, see the section [Approving Print Requests](#).

Printing Session Information

You can print a snapshot of the TA Site as it currently appears if you wish to keep a hard-copy record of the Session ID or list of approved students.

To print a snapshot of the page:

1. In the banner, click **Print Session**. The computer's print dialog window appears.
2. Click **OK**.

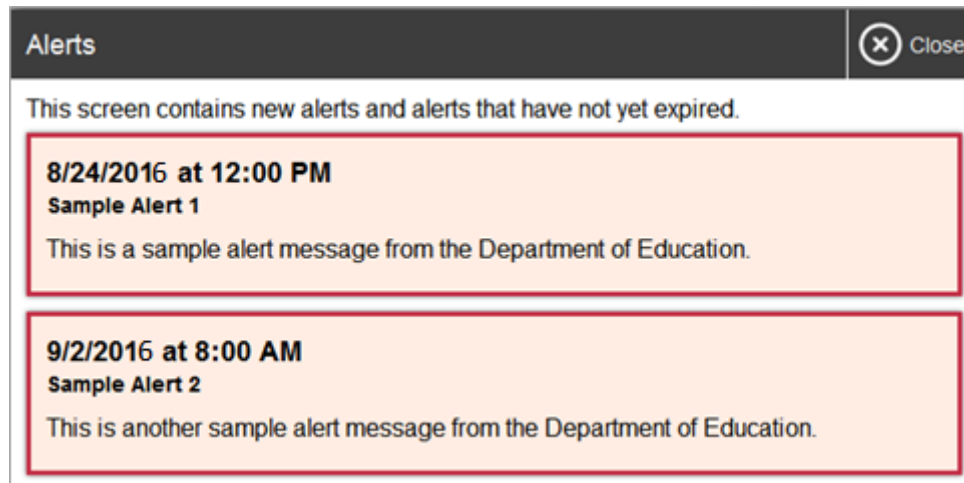


Policy Note: Federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

Alert Messages

The Oregon Department of Education can send statewide alerts that appear as pop-up messages on the TA Site. To view a record of active alert messages (see [Figure 9](#)), click **Alerts** in the banner.

Figure 9. Record of Alerts



Section V. Administering Online Tests

The basic workflow for administering online tests is as follows:

1. The TA selects tests and starts a test session.
2. Students sign in and request approval for tests.
3. The TA reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The TA stops the test session and logs out.

For information about the testing process from a student's perspective, see the sections [Signing in to the Student Testing Site](#) and [Overview of the Student Interface](#).



Policy Reminder: This document does not provide information on test administration policies, including how to prepare for online assessments. For policy information, refer to the [Test Administration Manual](#).

Starting a Test Session

When you log in to the TA Site, the **Test Selection** window opens automatically (see [Figure 10](#)). This window allows you to select tests and start the session. Only the tests that you select will be available to students who join your session.

Figure 10. Test Selection Box

Available Tests		Test Selection		Select All <input checked="" type="checkbox"/>	Expand All <input type="checkbox"/>
Choose which tests to add to your session from the tree, and then start your session.					
+	<input type="checkbox"/>	ELPA			
-	<input type="checkbox"/>	OAKS Online Tests			
+	<input type="checkbox"/>	Science			
+	<input type="checkbox"/>	Social Sciences			
+	<input type="checkbox"/>	Smarter Balanced Tests			
<input type="button" value="Start Available Tests Session"/>		<input type="button" value="Close"/>			

The **Test Selection** window color-codes tests and groups them into various categories (see [Table 4](#)). A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default. To expand a test group, click **+** (or **Expand All**). To collapse an expanded test group, click **–** (or **Collapse All**).

Table 4. Overview of Test Categories

Test Category Name	Test Category Color
ELPA	Blue
OAKS Online	Yellow
Smarter Balanced	Green

For instructions about selecting performance task tests for your testing session, see [Appendix G](#).

To create a new test session:

1. If the **Test Selection** window is not open, click **Select Tests** in the upper-right corner of the TA Site (otherwise skip to step 2).
2. To select tests for the session, do one of the following:
 - To select individual tests, mark the checkbox for each test you want to include.
 - To select all the tests in a test group, mark the checkbox for that group.
 - To select all available tests, click **Select All** at the top of the window.
3. In the lower-left corner of the window, do one of the following:
 - If you are starting an operational test session, click **Start Available Tests Session**.
 - If you are starting a practice test session, click **Start Practice Session**.
4. The window closes and the Session ID appears on the TA Site. Provide the Session ID to your students.



Note: Write down the Session ID in case you accidentally close the browser window and need to return to the active test session. You may have only one session open at a time. You cannot reopen closed sessions, but students can resume a test opportunity in a new session.

To add tests to an active test session:

1. In the upper-right corner of the TA Site, click **Select Tests**.
2. In the **Test Selection** window, mark the checkbox for the required test(s) and do one of the following:
 - For operational test sessions, click **Add to Available Tests Session**.

- For practice test sessions, click **Add to Practice Session**.
3. A confirmation message asks if you are sure you want to modify the tests in your session. To continue, click **Yes**.

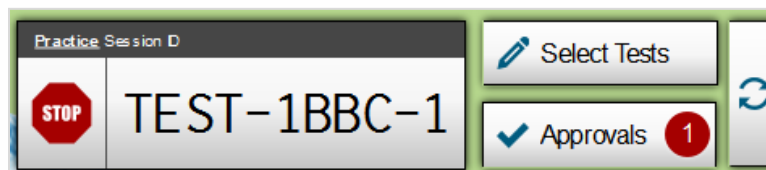



Note: You cannot remove tests from an active session.

Approving Students for Testing

After students sign in and select tests, you must verify that their settings and accessibility supports are correct before approving them for testing. When students are awaiting approval, the **Approvals** button next to the Session ID becomes active and bounces until you click it. The number next to this button indicates how many students are awaiting approval (see [Figure 11](#)).

Figure 11. Students Awaiting Approval



Note: The **Approvals** notification updates regularly, but you can also click  in the upper-right corner to update it manually.

If a test contains segments requiring TA approval, you must also follow this procedure when approving students' entry to test segments.

To approve students for testing:

1. Click **Approvals**. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by test (see [Figure 12](#)).

Figure 12. Approvals and Student Test Settings Window

Approvals and Student Test Settings
Approve All Students
Refresh
Done

4 students awaiting approval
= OAKS Online Practice Tests
= ELPA21 Practice Tests
= Smarter Balanced Practice Tests

Grades 6 - 8 ELPA21 Segment				
Student Name	SSID	Opp #	See Details	Action
SMITH, JOHN	9999999001	1	Segment approval required	<input checked="" type="checkbox"/> <input type="checkbox"/>

High School Science Practice Test				
Student Name	SSID	Opp #	See Details	Action
SMITH, JANE	999999902	1	Standard <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
SMITH, JUAN	999999903	1	Standard <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

Grade 8 ELA CAT Practice Test				
Student Name	SSID	Opp #	See Details	Action
SMITH, JENNY	999999904	1	Standard <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

2. To check a student's test settings and accessibility supports, click ☐ for that student. The student's information appears in the **Test Settings** window (see [Figure 13](#)). This window indicates whether it is a universal tool (☐), designated support (☐), or accommodation (☐).

Figure 13. Test Settings Window for a Selected Student

Test Settings for: Demo, OLIVIA ✓ Set ✓ Set & Approve ✗ Cancel

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.

SSID: 9999999505 | Grade 3 Math CAT Practice Test | Opp # 1

Universal Tools	
Expandable Items	<input checked="" type="checkbox"/> ON
Expandable Stimuli	<input checked="" type="checkbox"/> ON
Highlighter	<input checked="" type="checkbox"/> ON
Line Reader	<input type="checkbox"/> OFF
Mark for Review	<input checked="" type="checkbox"/> ON
Mouse Pointer	System Default
Paginated Item Groups	<input checked="" type="checkbox"/> ON
Response Recovery	<input checked="" type="checkbox"/> ON

- a. If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct.



Alert: When approving students for testing, you must update the editable settings in this window, rather than in TIDE, otherwise they will not apply to the current opportunity. **Please note that the American Sign Language, Closed Captioning, Text-to-Speech, Permissive Mode, Streamlined Interface Mode, ELPA Domain Exemptions, and Item Type Exclusions must be set in TIDE and may not be edited via the TA Interface.** Domain Exemptions can be set by district level users (DTCs and DLUs) only. Item Type Exclusions can be set by district (DTC and DLU) or school level (STC) users.

You can modify most test settings after a student pauses the test. However, you cannot modify the following settings once a student begins a given test opportunity:

- Presentation (including Spanish and Braille)
- Foreign language glossaries
- ELPA Domain Exemptions
- Item Type Exclusion

If any of these four test settings are incorrect when a student first selects a test, you must deny the student from testing and submit a Test Impropriety Initial Report Form to ODE.

If Print on Request is not set in TIDE before the student starts their first test opportunity, it must be set in the TA Interface during the student approval process.

b. Do one of the following:


- To confirm the settings, click **Set**. You must still approve the student for testing (see step [5](#)).
- To confirm the settings and approve the student, click **Set & Approve**. Students can start testing once you approve them.
- To return to the **Approvals and Student Test Settings** window without confirming settings, click **Cancel**.

3. Repeat step [2](#) for each student in the list.



Note: The **Approvals and Student Test Settings** window does not automatically refresh. To update the list of students awaiting approval, click **Refresh** at the top of the window.


4. If a student entered the wrong session, selected the wrong test, or has incorrect test settings that must be updated in TIDE, you must deny that student access to testing. To deny a student, do the following (otherwise skip to step [5](#)):

- a. Click  for that student.
- b. *Optional:* In the window that appears, you may enter a brief reason for denying the student if you wish, or you may skip this step.
- c. Click **Deny**. The student receives a message explaining the reason for the denial and is logged out.



Note: If you deny students entry for a test, they can still request access to that test again.

5. If you wish to approve students directly from the **Approvals and Student Test Settings** window, do the following:

- To approve individual students, click  for each student.
- To approve all students displayed in the list, click **Approve All Students**.

Monitoring Students' Testing Progress

After you approve students for testing, the **Students in Your Test Session** table appears (see [Figure 14](#)). This table displays the testing progress for each student logged in to your session. [Table 5](#) describes the columns in this table. To sort the table by a given column, click that column header.


Figure 14. Students in your Test Session Table

The screenshot shows the OAKS Online interface. At the top, there is a navigation bar with links: Student Lookup, Approved Requests, Print Session, Help Guide, Alerts, and Logout as Demo-Tania, TA-Tania. Below this is a green banner with the OAKS logo and the text 'OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS'. To the right of the banner, there is a 'Practice Session ID' box showing 'TEST-F69D-1' and a 'Select Tests' button. Below the banner, there is a table titled 'Students in your Available Test Session'. The table has columns: Student Name, SSID, Opp #, Test, Requests, Student Status, Test Settings, and Pause Test. The table contains four rows of student data. Above the table, there is a summary bar showing '2 students awaiting approval', '0 print requests', and '7 active tests'. Below the summary bar, there is a legend for test types: ELPA21 (blue circle), OAKS Online (yellow circle), and Smarter Balanced (Summative) (green circle).

Student Name	SSID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
SMITH, JOHN	9999999001	1	Grade 1 ELPA21		approved: 0/0	Standard	
SMITH, JANE	9999999002	1	Grade 3 ELA CAT		approved: 0/0	Standard	
SMITH, JOAN	9999999003	1	Grade 3 ELA CAT		started: 14/29	Custom	
SMITH, JUAN	9999999009	1	High School Science		paused: 0/0	Standard	

Table 5. Columns in the Students in Your Test Session Table

Column	Description
Student Name	Last and first name of the student in the session.
SSID	SSID associated with the student.
Opp #	Opportunity number for the student's selected test.
Test	Name of the test the student selected.
Requests	Indicates the student requested a printout of test material. For more information, see the section Approving Print Requests .
Student Status	Current status for each student in the session. This column may also indicate how many questions the student has completed out of the total number of test questions. For more information about the statuses in this column, see Table 6 . If TDS detects that a student's test may be experiencing connection issues, it displays a warning icon (⚠) in this column.

Column	Description
Test Settings	<p>This column displays one of the following:</p> <ul style="list-style-type: none"> • Standard: Default test settings are applied for this test opportunity. • Custom: One or more of the student's test settings or accessibility supports differ from the default settings. <p>To view the student's settings for the current test opportunity, click .</p>
Action	<p>Allows you to perform any available actions for an individual student's test.</p> <p>The Pause button in this column pauses the student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. For more information, see the section Pause Rules.</p> <p>A Printer button appears in this column when the student requests a printout of test material. For more information, see the section Approving Print Requests.</p>

Overview of Student Testing Statuses


[Table 6](#) describes the codes in the Student Status column of the **Students in Your Test Session** table.

Table 6. Student Testing Statuses

Status	Description
Approved	You approved the student, but the student did not yet start or resume the test.
Started	Student started the test and is actively testing.
Review	Student answered all questions and is currently reviewing answers before completing the test.
Completed	Student submitted the test. The student can take no additional action at this point.
Submitted	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student's test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed within the given opportunity window (20 days for Math & ELA Performance tasks, 45 days for all other tests) or the test was not completed prior to the end of the district or overall test window.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student's row grays out in such cases.




Note: The **Students in Your Test Session** table refreshes at regular intervals, but you can also refresh it manually by clicking  in the upper-right corner.

Pausing a Student's Test

You can pause a student's test via the Actions column in the **Students in Your Test Session** table (see [Figure 14](#)). For information about pause rules, see the section [Pause Rules](#).

To pause an individual student's test:

1. In the Actions column, click  for that student.
2. Click **Yes** to confirm. The system logs the student out and an information button appears in the Pause Test column. To resume testing, the student must repeat the login process.

Approving Print Requests

Students assigned the print-on-request designated support can request printouts of test stimuli and items. When students send print requests, the request notification appears in the **Students in Your Test Session** table (see [Figure 14](#)).

To approve print requests:


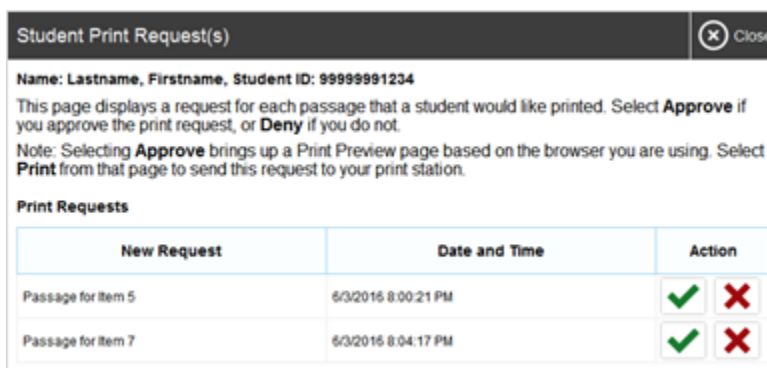






1. Click  in the Actions column of the **Students in Your Test Session** table. The **Student Print Request** window appears (see [Figure 15](#)).

Figure 15. Student Print Request Window



New Request	Date and Time	Action
Passage for Item 5	6/3/2016 8:00:21 PM	 
Passage for Item 7	6/3/2016 8:04:17 PM	 

2. Review the print request and do one of the following:
 - a. To approve the request, click . A cover sheet appears in a new browser window.
 - b. To deny the request, click . In the window that appears, enter a brief reason for denying the request and click **Deny**. Do not proceed to step [3](#).
3. In the new window, click **Print** to open the printer dialog box.
4. Click **OK** to print the requested test elements.



Alert: All secure printed test materials must be collected and discarded in accordance with ODE policies. See the [Test Administration Manual](#) for additional information.

Stopping a Test Session and Logging Out

This section explains how to stop a test session and log out of the TA Site.


Stopping a Test Session

When students finish testing or the current testing timeslot is over, you should stop the test session. Stopping a session automatically logs out all the students in the session and pauses their tests. Once you stop a test session, you cannot resume it. To resume testing students, you must start a new session.



Warning: The system automatically ends the session after 20 minutes of both TA and student inactivity in the session (unless you are administering Smarter Balanced tests, in which case you are logged out after 30 minutes). This action automatically stops the test session.

To stop a test session:

1. In the upper-right corner, click  (see [Figure 11](#)). A confirmation message appears.
2. Click **OK**. The test session stops.

Logging Out of the TA Site

You should log out of the TA Site only after stopping a test session.

To log out of the TA Site:

1. In the banner, click **Log Out**. A warning message appears.
2. In the warning message, click **Log Out**. The OAKS Portal appears. This action logs you out of all other OAKS Online applications.



Alert: Navigating away from the TA Site will also log you out. Logging out while a session is in progress stops the session. If you need to access another application while administering tests, open it in a separate browser window. If you log out from another OAKS system, such as TIDE, you will also log out of the TA Site.

Accidentally Closing the Browser Window

If you accidentally close the browser or a computer or any other kind of unintentional exit occurs while students are testing, your session remains open until it times out. To return to the test session in the TA Site, you must enter the active Session ID.

If you do not return to the active session within 20 minutes and there is no student activity during that time, the system logs you out and pauses the students' tests.

Section VI. Signing in to the Student Testing Site

This section describes the student sign-in process for the Student Interface. Students follow this procedure when starting a new test or resuming a paused test.



Note: Students must sign in to the appropriate testing site:

- For sessions created in the TA Interface, students sign in to the Student Interface on the secure browser.
- For practice sessions created in the TA Interface Training Site, students sign in to the Student Practice Test Site. Students can access the Student Practice Test Site on the OAKS Portal.

Students must use the secure browser to access ELPA practice tests. For information about the secure browser, see the [Secure Browser Installation Manual](#).

Step 1: Signing Students In

To sign students in to a test session:

1. Launch the secure browser on the student's testing device. The **Student Sign-In** page appears (see [Figure 16](#)).

Figure 16. Student Sign-In Page

2. Students enter the following information:
 - a. In the *First Name* field, students enter their first name as it appears in TIDE.
 - b. In the *SSID* field, students enter their SSID or Temp ID (for ELPA Screener only) as it appears in TIDE.



Note: If students do not know their exact information as it appears in TIDE, you can retrieve it in the TA Site (see the section [Looking Up Students](#)).

- c. In the *Session ID* field, students enter the Session ID as it appears on the TA Site.
3. Students click **Sign In**. The **Is This You?** page appears.

Common Student Sign-in Errors

The system generates an error message if a student cannot sign in. The following are the most common student sign-in issues:

- **Session is not available for testing:**

The student entered the Session ID incorrectly or signed in to the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both you and the student are using the correct sites. For example, students signed in to the Student Practice Test Site cannot access sessions created in the TA Interface.

- **Student information is not entered correctly:**

Verify that the student correctly entered the SSID. If this does not resolve the error, use the Student Lookup tool to verify the student's information. See the section [Looking Up Students](#).

- **Session has expired:**

The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that your session is open. For more information about test sessions, see the section [Starting a Test Session](#).

Enabling Settings from the Sign-in Page

Students can modify the settings they want to use during the sign-in process.

To edit settings:


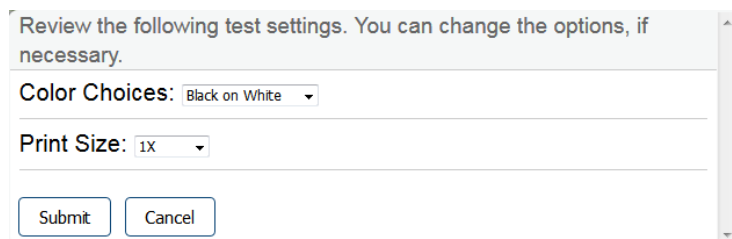
1. Students click the cog wheel  in the upper-right corner of the sign-in page. The **Choose Settings** window appears (see [Figure 17](#)).
2. Students select their preferred options from the available drop-down lists. These settings persist until you set the actual test settings during the TA approval process.

Figure 17. Choose Settings Window



Review the following test settings. You can change the options, if necessary.

Color Choices: Black on White

Print Size: 1X

Submit Cancel

Step 2: Verifying Student Information

After students sign in, the ***Is This You?*** page appears (see [Figure 18](#)). On this page, students verify their personal information.

Figure 18. Is This You? Page



Is This You?
Please review the following information.

First Name: Jane
Last Name: Smith
SSID: 1234567890
Grade: 08
Date of Birth: December 1, 1998
School: Demo School

Next Step:
If the information is correct, choose **Yes**. If not, choose **No**.

To verify personal information:

- If all the information is correct, students click **Yes**. The ***Your Tests*** page appears.
- If any of the information displayed is incorrect, the student must not proceed with testing. The student should click **No**. You must notify the appropriate school personnel that the student's information is incorrect.



Warning: Before the student begins testing, all information in TIDE must be correct.



Note: When signing in to the Student Practice Test Site as a guest, the ***Is This You?*** page displays a **Student Grade Level** drop-down list, from which students select the grade they wish to use for testing.

Step 3: Selecting a Test

The **Your Tests** page displays all the tests that a student is eligible to take (see [Figure 19](#)). Students can only select tests that are included in the session and still need to be completed.

Available tests are color-coded and grouped into categories, just like the tests listed in the **Test Selection** window of the TA Site (see [Figure 10](#)).

If the student has not started a test opportunity, the button for that test is labeled **Start [Test Name]**. If the student has started and paused a test opportunity, the button for that test is labeled **Resume [Test Name]**. Tests that are already completed are shaded gray and labeled as inactive. Tests that are not included in the session do not appear at all.

Figure 19. Your Tests Page

Your Tests
Select the test you need to take.

ELPA

- Start Grades 9-12 ELPA Summative**
This is opportunity 1 of 99

OAKS Online

- Start High School Science**
This is opportunity 1 of 99
- Start High School Social Sciences**
This is opportunity 1 of 99

Smarter Balanced

- Start High School ELA CAT**
This is opportunity 1 of 99
- Start High School ELA PT**
This is opportunity 1 of 99
- Start High School Math CAT**
This is opportunity 1 of 99
- Start High School Math PT**
This is opportunity 1 of 99

Next Step:
If you do not see the test you need to take, notify your Test Administrator and select **Back to Login**.

[Back to Login](#)

To select an available test:

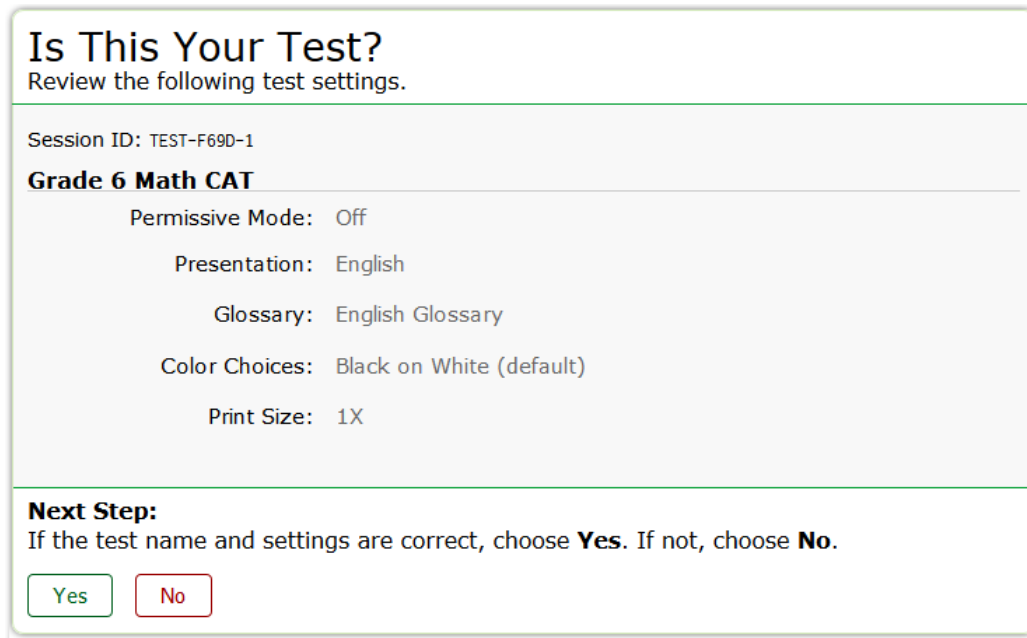
- Students click the required test name. The request is sent to the TA for approval and the **Waiting for TA Approval** message appears.

- If a student's required test is inactive or not displayed, the student should click **Back to Login**. You should verify the test session includes the correct tests and add additional tests, if necessary.

Step 4: Verifying Test Information

After you approve the student for testing, the student should verify the test information and settings on the ***Is This Your Test?*** page (see [Figure 20](#)). At this point, the student's actual test settings override any settings selected earlier in the sign-in process.

Figure 20. Is This Your Test? Page



Is This Your Test?
Review the following test settings.

Session ID: TEST-F69D-1

Grade 6 Math CAT

Permissive Mode: Off

Presentation: English

Glossary: English Glossary

Color Choices: Black on White (default)

Print Size: 1X

Next Step:
If the test name and settings are correct, choose **Yes**. If not, choose **No**.

To verify test information:

- If the settings are correct, students click **Yes**
- If the settings are incorrect, students click **No**. After a student's test settings are corrected, the student must sign in and request approval again.



Note: When signing in to the Student Practice Test Site, a ***Choose Settings*** page appears in place of the ***Is This Your Test?*** page. On this page, students can select the test settings they wish to use.


Step 5a: Text-to-Speech Sound Check

The **Text-to-Speech Sound Check** page appears if a student has the text-to-speech (TTS) setting (see [Figure 21](#)). On this page, students verify that TTS is working properly on their device.

Figure 21. Text-to-Speech Check Page

Text-to-Speech Sound Check

Make sure text-to-speech is working.



Select the green button to test your Computer-Based Read Aloud settings.
You should hear the following phrase: "This text is being read aloud."
Click [Yes, I heard the voice] if it worked. If it did not work, click [No, I did not hear the voice].

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice


I did not hear the voice


Skip this audio check


Sound Settings

Current Voice Pack: native ▾

Use the sliders to adjust the available text-to-speech settings.

- Volume +

10

- Pitch +

10

- Rate +

10

To check TTS functionality:

1. Students click the speaker icon and listen to the audio.
 - If the voice is clearly audible, students click **I heard the voice**.
 - If the voice is not clearly audible, students adjust the settings using the available sliders and click the speaker icon again.
 - If students still cannot hear the voice clearly, they click **I did not hear the voice** and close the secure browser. You can work with students to adjust their audio or headset settings (for more information, see the section [Troubleshooting Audio Issues](#)). They can sign in again when the issue is resolved.

Step 5b: Audio Playback Check

The **Audio Playback Check** page appears for tests with listening questions (see [Figure 22](#)). Students verify that they can hear the sample audio.



Note: In addition to the audio playback check, students taking ELPA tests must also complete a recording check. For more information, see [Appendix E](#).

Figure 22. Audio Playback Check Page

Audio Playback Check
Make sure audio playback is working.

To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

To check audio settings:

1. Students click the speaker icon and listen to the audio.
2. Depending on the sound quality, students do one of the following:
 - If the sound is audible, students select **I heard the sound**
 - If the sound is not audible, students select **I did not hear the sound**. The **Sound Check: Audio Problem** page appears, giving students two options:
 - Students can click **Try Again**. This returns them to the **Audio Playback Check** page. They should adjust the **Volume** slider and listen to the audio again.
 - Students can click **Log Out**. You should troubleshoot the device and headphones or move the student to another device with working audio.

Troubleshooting Audio Issues

Prior to testing, ensure that audio is enabled on each device and that headsets are functioning correctly. If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.

Ensure that the audio on the device is not muted and is set at approximately 50 percent of the maximum volume (often via a control panel or settings window).

Sound and Video Playback Check

The **Sound and Video Playback Check** page appears for ELPA and OAKS Science tests (see [Figure 25](#)). On this page, students verify that they can view the sample video and hear its associated sound.




Note: If this page appears during sign-in process, the **Audio Playback Check** page does not appear, since the **Sound and Video Playback Check** page already verifies audio functionality.

Figure 25. Video Check Page

Sound and Video Playback Check

Make sure video and audio playback are working. To play the sample video and sound, press the play button.




Next Step:
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

I could play the video and sound

I could not play the video or sound

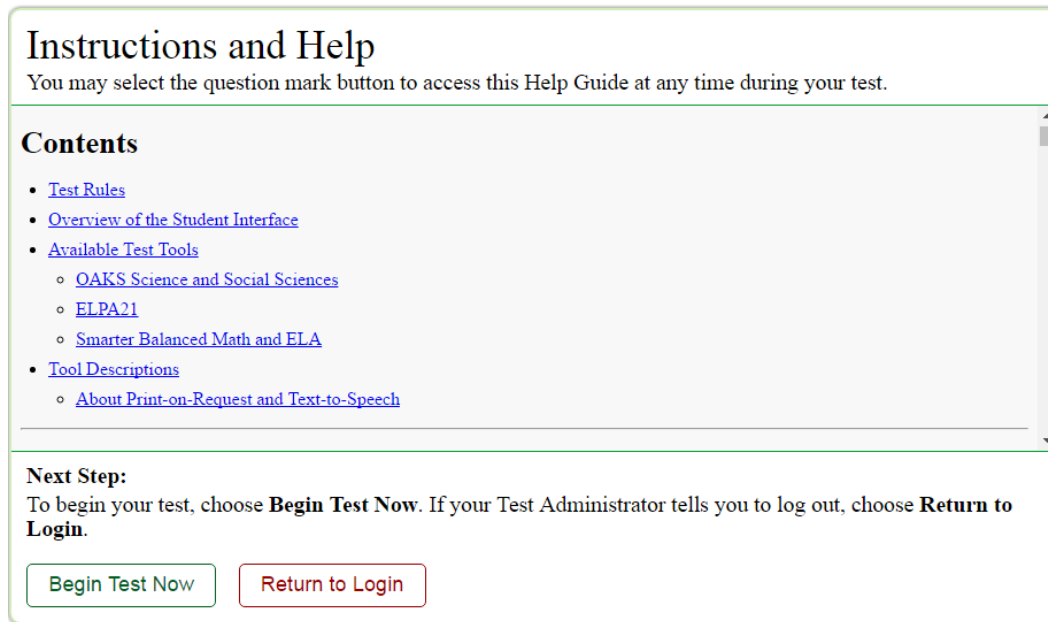
To check sound and video settings:

3. Students select the  icon to play the video and audio.
4. Depending on the playback quality, students do one of the following:
 - a. If students are able to play the video and sound, they select **I could play the video and sound**.
 - b. If students are not able to play the video or hear the sound, they select **I could not play the video or sound**. The **Video Playback Problem** page appears, giving students two options:
 - i. Students can select **Try Again**. This returns them to the **Sound and Video Playback Check** page.
 - ii. Students can select **Log Out**. You should troubleshoot the device and headphones or move the student to another device with working audio and video.

Step 6: Viewing Test Instructions and Starting the Test

The **Test Instructions and Help** page is the last step of the sign-in process (see [Figure 23](#)). Students may review this page to understand how to navigate the test and use test tools.

Figure 23. Test Instructions and Help Page



To proceed and begin the test:

- After reviewing this page, students click **Begin Test Now**. The test opportunity officially begins or resumes.

Section VII. Overview of the Student Interface

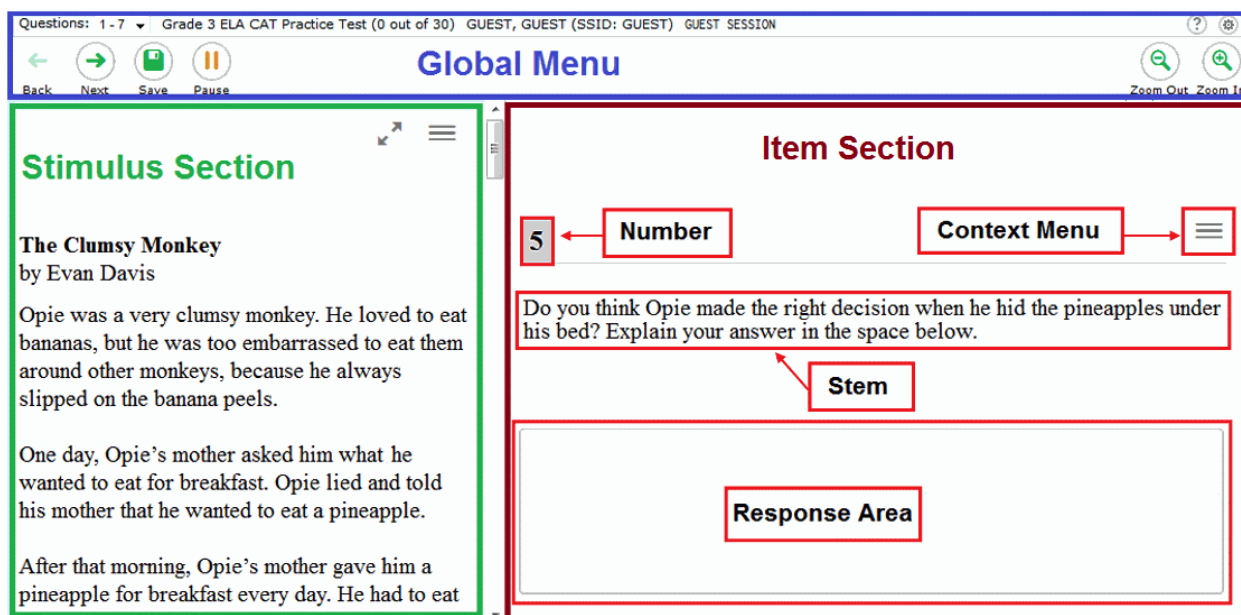
This section describes the layout of the Student Interface and the available testing tools.

For information about features specific to ELPA see [Appendix E](#).

Test Layout

[Figure 24](#) shows the main sections of the layout for a test page that includes a stimulus. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions.

Figure 24. Test Layout



A test page can include the following sections:

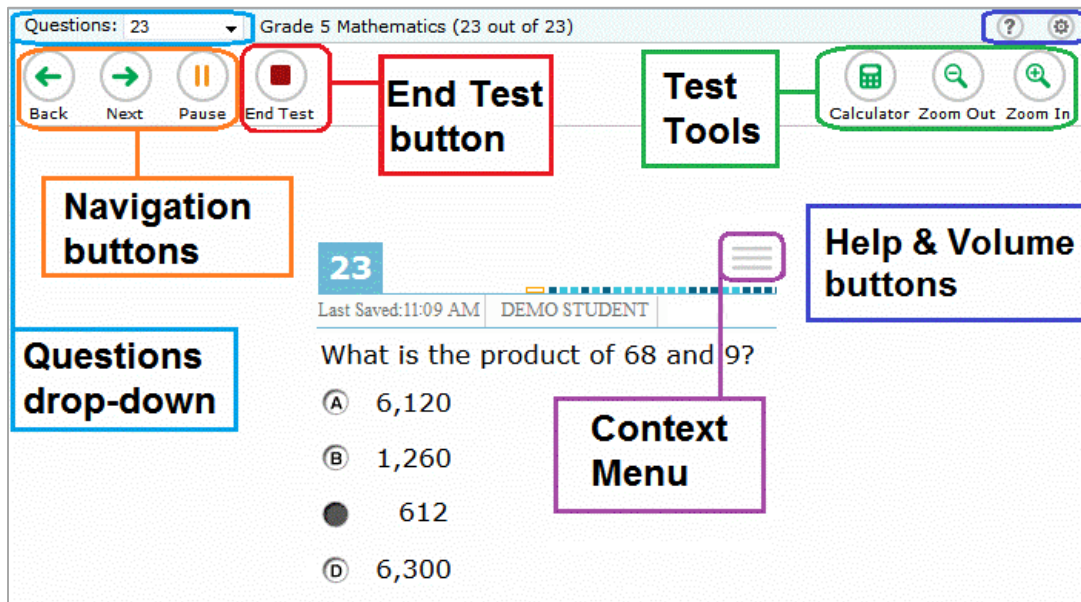
- The *Global Menu* section displays the global navigation and tool buttons. The banner above the global menu displays the *Item* drop-down list, test information and help button.
- The *Stimulus* section appears only for questions associated with a stimulus. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions. The *Stimulus* section contains the stimulus content and context menu.
- The *Item* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area.

For more information about the global menu and context menus, see the section [Using Menus and Tools](#).

Embedded Accessibility Supports

[Figure 25](#) shows the primary features and tools available to students.

Figure 25. Test Page












The Test Delivery System contains a number of embedded accessibility supports. This section provides an overview of the available supports. Embedded accessibility supports are grouped into three categories:

- *Universal tools* are access features of the assessment. Universal tools are available to all students based on student preference.
- *Designated Supports* are access features of the assessment available for use by any student for whom an educator (or team of educators with parent/guardian and student) has indicated the need.
- *Accommodations* are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans.

[Table 7](#) and [Table 8](#) list the embedded accessibility supports available in the global menu and context menu, respectively. For more information about using these menus, see the section [Using Menus and Tools](#). For more information about accessibility supports, see the [Oregon Accessibility Manual](#).

Table 7. Embedded Accessibility Supports in the Global Menu

Global Tool	Instructions
Help ?	To view the on-screen Test Instructions and Help window, select ? in the upper-right corner.

Global Tool	Instructions
Audio Transcripts 	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for Smarter ELA listening passages that have closed captioning.
Calculator 	To use the on-screen calculator, select Calculator . <ul style="list-style-type: none"> • Mathematics 6: Basic Calculator • Mathematics 7 and 8: Scientific Calculator • Mathematics HS: Graphing, Regression, and Scientific Calculator • Science 5: Basic Calculator • Science 8: Graphing and Scientific Calculators • Science HS: Graphing and Scientific Calculators • Social Sciences 5: Basic Calculator • Social Sciences 8: Graphing and Scientific Calculators • Social Sciences HS: Graphing and Scientific Calculators
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select Dictionary . The dictionary is available for the Smarter Balanced ELA Performance Tasks only. <i>Note: The dictionary works like any other online dictionary. Enter words to look up definitions or synonyms.</i>
Line Reader 	To highlight an individual line of text in a stimuli or question, select Line Reader . This tool is not available while the Highlighter tool is in use. This tool is available for OAKS Science , OAKS Social Sciences , and ELP21 . <i>Line reader must be enabled.</i>
Masking 	The Masking tool temporarily covers a distracting area of the test page. To use this tool: <ol style="list-style-type: none"> 1. Select Masking in the global menu. 2. Click and drag across the distracting area. To close the Masking tool, select Masking again. <i>The Masking accessibility support must be enabled.</i>
Notes 	To open the on-screen notepad, select Notes . This tool is available for the Smarter Balanced ELA Performance Tasks only.
Periodic Table 	To view the on-screen periodic table, select Periodic Table . The Periodic Table is available in the OAKS Science 8 and OAKS Science HS tests only.
Print Page 	To print the entire test page, select Print Page . For more information about print requests, see the section Approving Print Requests . <i>The Print-on-Request accessibility support must be enabled.</i>
Print Passage 	To print a passage, select Print Passage . For more information about print requests, see the section Approving Print Requests . <i>The Print-on-Request accessibility support must be enabled.</i>










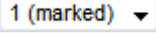


Global Tool	Instructions
System Settings 	To adjust audio volume during the test, select  in the upper-right corner. Students testing with TTS can also use this tool to adjust TTS settings. Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.
Zoom buttons 	To enlarge the text and images on a test page, select Zoom In . You can zoom in up to four levels. To undo zooming, select Zoom Out . Student zoom settings persist across test pages.

Table 8. Embedded Accessibility Supports in the Context Menu

Tool Name	Instructions
American Sign Language	To view ELA and Mathematics content translated into ASL via an on-screen video, select American Sign Language from the context menu. <i>The ASL accessibility support must be enabled in TIDE prior to testing.</i>
Expandable Items or Stimuli	You can expand the stimulus or the item section for easier readability. <ul style="list-style-type: none"> To expand the stimulus section, select the right arrow icon  below the global menu. To collapse the expanded stimulus section, select the left arrow icon  in the upper-right corner. To expand the item section, select the left arrow icon  below the global menu. To collapse the expanded question section, select the right arrow icon  in the upper-left corner.
Glossary	To open the glossary, click a word or phrase that has a border around it. This tool is available in English for the Smarter Balanced ELA and Mathematics only. This tool is available in other languages for the Smarter Balanced Mathematics only. <i>Note: This tool appears throughout the content of a test rather than in the context menu.</i>
Highlighter	To highlight text, select the text on the screen and then select Highlight Selection from the context menu. To remove highlighting, select Reset Highlighting from the context menu. Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use. When a test pauses, highlighting may not persist for certain hot text questions or if the student switches testing devices.
Mark for Review	To mark a question for review, select Mark for Review from the context menu. The question number displays a flap  in the upper-right corner and a flag icon  appears next to the number on the test page. The Questions drop-down lists displays "(marked)"  for the selected question.

Tool Name	Instructions
Notepad	<p>To enter notes for a question, select Notepad from the context menu. After entering a note, a pencil icon  appears next to the question number on the test page.</p> <p>You can only access your notes for a question on that question's test page.</p>
Print Item	<p>To print an individual question, select Print Item from the context menu. After sending the request, a printer icon  appears next to the question number on the test page.</p> <p>For Performance Task assessments, students can also use this tool to print a draft of their response for open-response items. If the student types a response before selecting Print Item from the context menu, the student's entered text will appear on the printout.</p> <p>For more information about print requests, see the section Approving Print Requests.</p> <p><i>The Print-on-Request accessibility support must be enabled.</i></p>
Select Previous Version	<p>To view and restore responses previously entered for an open-response question, select the Select Previous Version option from the context menu. A list of saved responses appears. Select the appropriate response and click Submit.</p>
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. There are two options for using this tool:</p> <ul style="list-style-type: none"> • Option A: <ul style="list-style-type: none"> a. To activate Strikethrough mode, open the context menu and select Strikethrough. b. Select each answer option you wish to strike out. c. To deactivate Strikethrough mode, press Esc or click outside the question's response area. • Option B: <ul style="list-style-type: none"> a. Right-click an answer option and select Strikethrough.
Student Comments	<p>To provide feedback for a question, select Student Comments from the context menu and select a comment option from the drop-down list that appears.</p>
Text-to-Speech	<p>To listen to stimuli and items, select a speak option from the context menu.</p> <p><i>The Text-to-Speech accessibility support must be enabled. This tool is not available on any ELPA tests.</i></p>
Tutorial	<p>To view a short video demonstrating how to respond to a particular question type, select Tutorial from the context menu.</p>

There are several tools that do not require the student to initiate them. Closed captioning automatically appears on the screen when an audio file is played. Permissive mode is invisible to the student, however the student needs it to be enabled in order to use his/her accessibility software.

Table 9. Embedded Accessibility Supports

Tool Name	Instructions
Closed Captioning	Enables closed captions for audio in Smarter ELA tests only. <i>The Closed Captioning accessibility support must be enabled.</i>
Permissive Mode	Allows certified accessibility software to be used with the secure browser. (Does not apply to JAWS; JAWS is always permitted.) For more information, see the section About Permissive Mode . <i>The Permissive Mode accessibility support must be enabled.</i>

Using Menus and Tools

This section describes how to use the global and context menus to access on-screen tools. This section also provides further details for using some of the Student Interface tools.

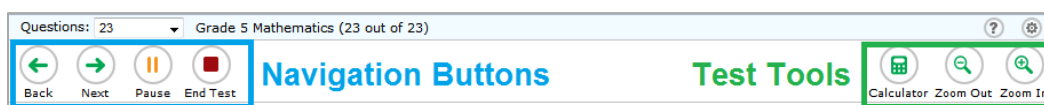


Note: Students can access tools using a mouse or keyboard commands. For information about keyboard commands, see [Appendix C](#).

About the Global Menu

The global menu at the top of the test page contains navigation buttons on the left and tools on the right (see [Figure 26](#)).

Figure 26. Global Menu



To open a test tool in the global menu:

1. Select the button for the tool. The selected test tool activates.

About the Context Menus

Each test question may include several elements, such as the question number and answer options. The context menu for each element (including the stimulus) only contains tools applicable to that element (see [Figure 27](#) and [Figure 28](#)).

Figure 27. Context Menu for Questions

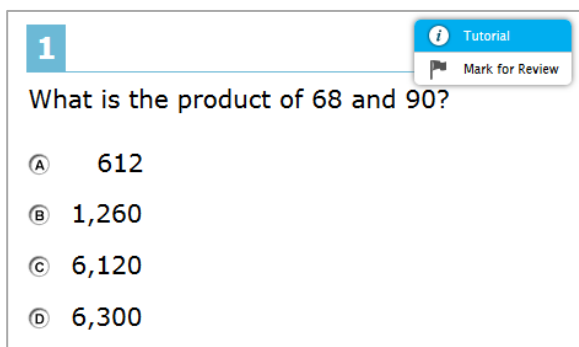
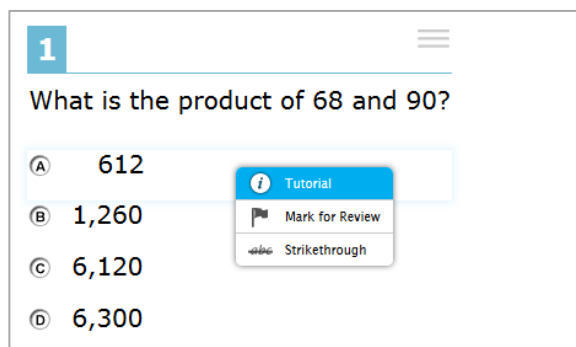



Figure 28. Context Menu for Answer Options



Opening a Context Menu for Stimuli and Questions

Students can access context menus by right-clicking elements or by selecting elements and then clicking the context menu button.

To access the context menu for a stimuli or question:

1. Click the context menu  button in the upper-right corner of the stimuli or question. The context menu opens.
2. Select a tool.

Opening a Context Menu for Answer Options

Students can use the context menu to access tools for answer options in a multiple-choice or multi-select question.

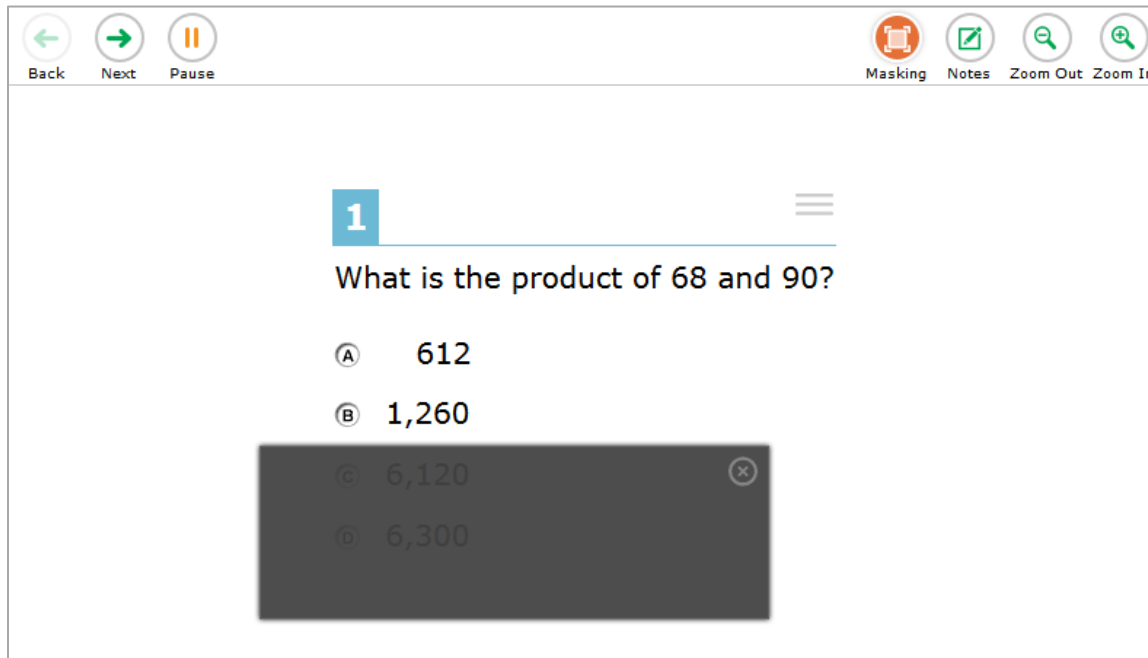
To access an answer option's context menu:

1. To open the context menu, do one of the following:
 - If you are using a **two-button mouse**, right-click an answer option.
 - If you are using a **single-button mouse**, click an answer option while pressing **Ctrl**.
 - If you are using a **Chromebook**, click an answer option while pressing **Alt**.
 - If you are using a **tablet**, tap the answer option and then tap the context menu button (this selects the answer option until you select a different option).
2. Select a tool from the context menu.

About the Masking Tool

The Masking tool allows students to hide distracting areas of the test page (see [Figure 29](#)).

Figure 29. Test Page with Masked Area



To mask an area of a test page:

1. To activate the Masking tool, select **Masking** in the global menu. The button becomes orange.
2. Click and drag across the distracting area of the test page.
3. Release the mouse button. The selected area becomes dark gray. The tool remains active until you deactivate it.

To deactivate the masking tool:

1. Select **Masking** in the global menu again. The button becomes green. Any masked areas remain on the screen until you remove them.

To remove a masked area from a test page:

1. Select **X** in the upper-right corner of a masked area.
2. Masking will be automatically removed when the student moves to the next page in the test.

About Text-to-Speech (TTS)

Students testing with TTS can listen to stimuli, items, and answer options (see [Figure 30](#)). TTS is only available when using the secure browser. For information about setting up TTS, see the [Technical Specifications Manual for Online Testing](#).



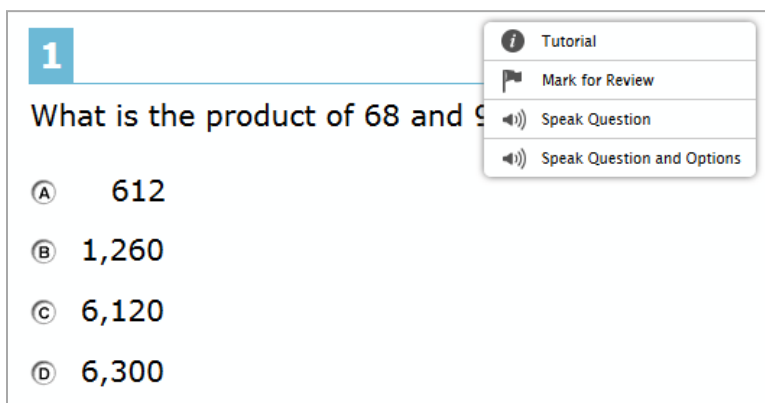
Alert: Important Information About Using Text-to-Speech (TTS)

- The TTS pause feature, which allows students to pause TTS read aloud in the middle of stimuli and then resume again at the same place, does not work on iPads, Android tablets, and Chromebooks. Therefore, we strongly recommend that students testing with TTS use desktop or laptop computers, especially in those rare cases where a student needs TTS for the ELA Performance Task. If desktop or laptop computers are not available, students testing with TTS may use tablets and Chromebooks as a last resort. If students using Chromebooks or tablets pause TTS in the middle of stimuli, they may resume TTS at that point by selecting the remainder of text that needs to be read aloud and selecting **Speak Selection** from the context menu.
- Students can set TTS settings (such as volume and speed) before or during testing.
- Students testing with TTS must use headphones or earbuds. (AIR recommends students use headphones with built-in volume control for maximum audio adjustment capability.)
- TTS in English may be delivered either through the computer's native voice pack or through the NeoSpeech Julie voice pack (available on TIDE). If the native sound pack is used, the sound quality will vary based on the computer's operating system and voice pack used. For optimal results, AIR recommends using Windows 7, 8.0, 8.1 or 10, or Mac 10.8–10.13 machines.
- TTS is not available for ELPA tests.

In order to use Spanish TTS on tests with a Spanish presentation setting, a Spanish voice pack must be installed. Note: Spanish TTS is not available for Smarter Balanced ELA and Mathematics, or the ELPA tests. However, English TTS may be enabled on Smarter Balanced Math tests when stacked Spanish and English presentation is enabled.

- For **Windows** computers, ODE and AIR recommends using the Marta voice pack provided by Cepstral or the Violeta voice pack. The Marta voice pack is available from <http://cepstral.com/downloads/>. Users can download the Violeta voice pack from TIDE. This voice pack is free for testing use.
- For **Macs**, ODE and AIR recommend using the Rosa voice pack provided by Infovox. This voice pack is available from <http://www.assistiveware.com/purchase.php>.

Figure 30. Speak Tool Options for Questions



To listen to content with the Text-to-Speech tool:

- To listen to stimuli, students open the stimuli context menu and select a **Speak** option. Students can also select a portion of text to listen to, such as a word or phrase. To do this, students select the text, open the stimuli context menu, and select **Speak Selection**.
- To listen to a question or answer options, students open the question context menu and select one of the following **Speak** options:
 - To listen only to the question, students select **Speak Question**.
 - To listen to a multiple-choice question and all answer options, students select **Speak Question and Options**.
 - To listen only to an answer option, select the answer option and then select **Speak Option** from the context menu. Students could also right-click the answer option and select **Speak Option**.

Selecting Text on the Android Browser 2.1

The Android Browser 2.1 has a text selection feature that allows students using supported tablets to select text in order to listen to it with TTS or highlight it with the Highlighter tool.

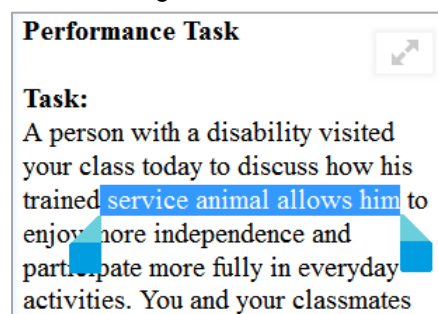
1. Tap and hold a word you wish to select until blue cursors appear on each side of it.



Alert: In order to enable text selection in the appropriate section of the test page, you need to tap once in that section of the screen before selecting a word.

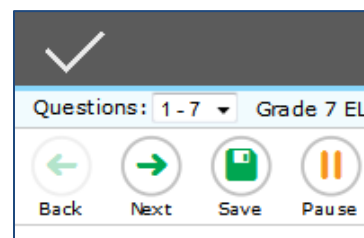
2. Tap and drag each cursor to adjust the selected text as required (see [Figure 31](#)).

Figure 31. Selected Words



3. To confirm your selection, tap the checkmark button above the **Questions** drop-down list.
4. Tap the context menu button and select the appropriate option.

Figure 32. Checkmark Button



Selecting a Previous Version of a Response

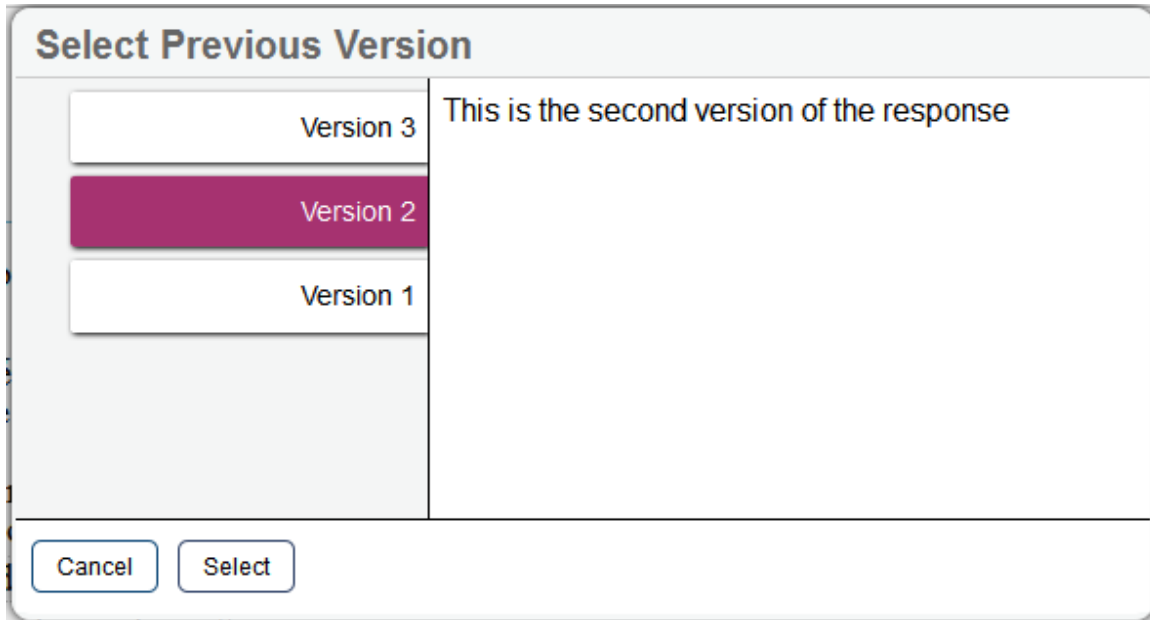
The Response Recovery tool allows students to view and restore responses they previously entered for an open-response question during the same testing session. For example, if students type a response, click **Save**, delete the text, and enter new text, they can use this tool

to recover the original response. Text is automatically saved every one to two minutes if the student does not click **Save**.

To use the response recovery tool:

1. Select the **Select Previous Version** option from the context menu. The **Select Previous Version** window appears, listing all the saved responses for the question in the left panel (see [Figure 33](#)).

Figure 33. Select Previous Version Window



2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Click **Submit**. The selected response appears in the text box for the question.



Note: This tool is only available for open-response questions. If the test pauses, any responses entered prior to pausing will no longer appear in the **Select Previous Version** window.

About Streamlined Interface Mode

When a student tests with Streamlined interface mode turned on, the test page displays content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.

For more information about testing in Streamlined interface mode, see the [Braille Requirements and Testing Manual](#).

Figure 34. Test Content in Streamlined Interface Mode



Note: When the test presentation is set to "Braille," the test automatically appears in Streamlined interface mode.

Section VIII. Proceeding through a Test






Students can respond to questions, pause a test, review previously answered questions, and submit a test. The following sections describe each of these tasks.

About Videos

When the stimulus is a video, students can use standard video features to control the playback.

Figure 35. Video Playback Features







- To play a video, select  in the lower-left corner.
- To jump to a different point in the video, drag the slider to the required location.
- To adjust the speed at which the video plays, select , and then select the required speed from the menu that appears.
- To mute or unmute the video, select  in the lower-right corner.
- To expand the video to full screen mode, select  in the lower-right corner. To exit full screen mode, select  again.

About Slideshows

When the stimulus is a slideshow, students can navigate between the slides and play associated audio, if available.

Figure 36. Sample Slideshow



- To move between the slides of a slideshow, select  and .
- To play the audio for the current slide, select . To pause the audio, select .

Responding to Test Questions

Students answer test questions depending on the question's type.

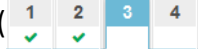
- **Multiple-choice/selected-response questions:** Students select a single answer option.
- **Multi-select questions:** Students select one or more answer options.
- **Technology-enhanced questions:** Students follow the instructions given for each question. Technology-enhanced questions require students to do one of the following tasks:
 - Use an on-screen keypad to generate an answer.
 - Select an object or text excerpt on the screen.
 - Plot points or lines on a graph.
 - Move objects around on the screen.
 - Enter text in a text box.

- Match answer options together.
- Enter values in a table.
- Modify a highlighted word or phrase in a reading selection.
- Run an on-screen simulation.



Note: For technology-enhanced questions, a **Save** button appears in the global menu next to the **Pause** button. Clicking this button is not required because students' answers are automatically saved when they click **Next**. The **Save** button allows students to manually submit their response before proceeding through the test.

Some test pages may have only one question and others may have more. After students respond to all the questions on a page, they select **Next** to proceed to the next page. All responses are saved automatically.

Questions that are grouped together in the **Questions** drop-down list are paginated for individual viewing. Navigation buttons () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.



Note: Students can use the Student Practice Test Site to familiarize themselves with the question types that may appear on tests.

Pausing Tests

Students can pause the test at any time. See the [Pause Rules](#) section for more information.

To pause a test:

1. The student selects **Pause** in the global menu. A confirmation message appears.
2. The student selects **Yes**. This logs the student out. The **Student Sign In** page appears.
3. To resume testing, the student repeats the sign-in process. See the section [Signing in to the Student Testing Site](#).



Alert: When students are testing on Chromebooks, make sure that they pause the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and any response they entered).

Reviewing Questions in a Test

Students may return to a previous question and modify their response if the test was not paused for more than 20 minutes (ELPA and Performance Tasks exempted) or if the question was on a page with unanswered questions when the test was paused. See the [Pause Rules](#) section for more information.

Students can use the **Back** button or the **Questions** drop-down list to return to questions they want to review. The drop-down list displays "(marked)" for any questions marked for review (see [Figure 37](#)).



Note: When a set of grouped questions is marked for review, the **Questions** drop-down list displays "(marked)" for the entire group. When reviewing such questions, students may need to click through each question in the group until they see the dog-eared question number.

Figure 37. Question Marked for Review

Reaching the End of a Segment

In a segmented test, the **End Segment** page appears after students complete the last question in the current segment. This page allows students to review questions from the current segment or proceed to the next segment. A flag appears for any questions marked for review (see [Figure 38](#)).

Figure 38. End Segment Page

Questions:						
1 - 3	6	9	12	15	18	21
4	7	10	13	16	19	22
5	8	11	14	17	20	

To review questions:

- Students select a question number.

To move to the next segment:

- Students select **Next** in the global menu.



Note: For Smarter Balanced tests, students cannot return to the previous segment after selecting **Next**.

For ELPA tests, students must wait for TA approval before starting the final (Speaking) segment.

Submitting a Test

This section describes how students submit a test when they are done answering questions. Students must submit a test in order to officially complete it.

Reaching the End of a Test

After students respond to the last test question, the **End Test** button appears in the global menu (see [Figure 39](#)).

Figure 39. Global Menu with End Test Button



To end a test:

1. Students select **End Test**. A confirmation message appears.
2. Students select **OK**.

End Test Page

When students end a test, the **End Test** page appears (see [Figure 40](#)). This page allows students to review answers and submit the test for scoring. A flag icon appears for any questions marked for review.

Figure 40. End Test Page

Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

You have marked questions. Review these questions before submitting your test.

Questions:

Next Step:
When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

Submit Test

To review answers:

1. Students select a question number.
2. To return to the **End Test** page, students select **End Test** in the global menu.

To submit the test:

1. Students select **Submit Test**.



Warning: Once students select **Submit Test**, they cannot return to the test or modify answers.

Your Results Page

After students submit the test, the **Your Results** page appears, displaying the student's name, the test name, and the completion date (see [Figure 41](#)).

About Test Scores

- For OAKS Science and OAKS Social Sciences tests, students see a scale score.
- For ELPA tests, no scores are displayed.
- For Smarter Balanced ELA and Math tests, no scores are displayed.

Figure 41. Your Results Page

Your Results

Your test was submitted. You may review the test details below.

Student Name: Student, Demo (Student ID: 9999999841)

Test Name: Grade 3 ELA CAT

Test Completed On: 9/9/2016

Scores are not shown for this test. Congratulations! You have finished your test.

Next Step:
To log out of the test, select **Log Out**.

Log Out

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

About the Secure Browser

Students must use the secure browser to access operational tests, and they may also use it to access the practice tests. The OAKS Portal (oaksportal.org) contains instructions for downloading and installing the secure browsers. For more information about installing and setting up the secure browser, see the [Secure Browser Installation Manual](#).

This appendix includes the following sections:

- [Additional Measures for Securing the Test Environment](#)
- [Configuring Tablets for Testing](#)
- [About Permissive Mode](#)
- [Troubleshooting](#)

Additional Measures for Securing the Test Environment

The secure browser ensures test security by prohibiting access to external applications or navigation away from the test. This section provides additional measures you can implement to ensure the test environment is secure.

- **Close External User Applications**

Before launching the secure browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.

- **Avoid Testing with Dual Monitors**

Students should not take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one screen while another application is accessible on the other screen.

- **Disable Built-In Accessibility Features on iPads**

iPads include a built-in "Speak Option" accessibility feature that reads aloud selected text. Guided Access mode does not automatically block this feature. Before entering Guided Access mode, you should verify that only allowable accessibility features are enabled. To manage accessibility features, tap **Settings > General > Accessibility**. For information about which accessibility features are allowable, see the [Technical Specifications Manual for Online Testing](#).

- **Disable Screen Savers and Timeout Features**

On all testing devices, be sure to disable any features that display a screen saver or log users out after a period of inactivity. If such features activate while a student is testing, the secure browser logs the student out of the test.

Forbidden Application Detection

When the secure browser launches, it checks for other applications running on the device. If it detects a forbidden application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a forbidden application launches while the student is already in a test.



Warning: If a forbidden application launches in the background while the student is already in a test, the system logs the student out. The student also sees a pop-up message stating that a forbidden application was detected.

In most cases, a detected forbidden application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent forbidden applications from running during a test is to schedule such jobs outside of planned testing hours.

Configuring Tablets for Testing

Tablets and Chromebooks should be configured for testing before you provide them to students. For more information, see the [Technical Specifications Manual for Online Testing](#) on the OAKS Portal.

To configure iOS devices:



Note: If you are testing with Autonomous Single App Mode (ASAM), you do not need to activate Guided Access mode manually and may ignore these steps. Contact your technology coordinator to determine if you are testing with ASAM.

1. Tap the **AIRSecureTest** secure browser icon.
2. To enable Guided Access, triple-tap the Home button.
3. Tap **Start**. Guided Access activates and the student sign-in page appears.

To configure Android tablets:

1. Tap the **AIRSecureTest** secure browser icon.
2. If the secure browser keyboard is not selected, follow the prompts on the screen. When the secure browser keyboard is selected, the secure browser app opens.

To configure Chromebooks:

1. From the **Apps** link on the Chrome OS login screen, select **AIRSecureTest** secure browser.

Closing the Student Testing Site on Tablets

After a test session ends, close the AirSecureTest application on student tablets.

To close the Student Interface on iOS devices:



Note: If you are testing with Autonomous Single App Mode (ASAM), skip to step 4. Contact your technology coordinator to determine if you are testing with ASAM.

1. Triple-tap the Home button.
2. Enter the Guided Access passcode. If you do not know the Guided Access passcode, contact your technology coordinator.
3. Tap **End** in the upper-left corner.
4. Close AIRSecureTest by doing the following:
 - Double-tap the Home button. The multitasking bar appears.
 - Locate the **AIRSecureTest** app preview and slide it upward.

To close the Student Interface on Android tablets:

1. Tap the Menu icon  in the upper-right corner.

2. Tap **Exit**. A confirmation message appears.
3. Tap **Exit**.

To close the Student Testing Site on Chromebooks:

1. Click **Close Secure Browser** in the upper-right corner.

About Permissive Mode

Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.

Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

To use accessibility software with the secure browser:

1. Open the required accessibility software.
2. Open the secure browser. Begin the normal sign-in process up to the TA approval step.
3. When a student is approved for testing, the secure browser allows the operating system's menu and task bar to appear (on the ***Is This Your Test*** page).
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the secure browser. The student cannot click within the secure browser until the accessibility software is configured.
 - **Windows:** To switch to the accessibility software application, click the application in the task bar.
 - **Mac:** To switch to the accessibility software application, click the application in the dock.



Note: When using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

5. The student configures the accessibility software settings as needed.
6. After configuring the accessibility software settings, the student returns to the secure browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.
7. The student continues with the sign-in process.



Permissive Mode is available only for computers running supported desktop Windows and Mac operating systems. For information about supported operating systems, see the [Technical Specifications Manual for Online Testing](#).

Accessibility software must be certified for use with the Smarter Balanced Test Delivery System.

Forbidden applications will still not be allowed to run.

Troubleshooting

This section describes how to troubleshoot some situations in which a student cannot connect to a test.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing in.

- **You cannot login with this browser:**

This message occurs when OAKS Online cannot determine if the student is taking the test through the correct secure browser. To resolve this issue, ensure the latest version of the secure browser is installed, and that the student launched the secure browser instead of a standard web browser. If the latest version of the secure browser is already running, then you should log the student out, restart the computer, and try again.

- **Looking for an internet connection...:**

This message occurs when the secure browser cannot connect to OAKS Online. This is most likely to occur if there is a network-related problem. The easiest thing to check is if the network cable is plugged in (for wired connections) or if the Wi-Fi connection is live (for wireless connections). Also check if the secure browser must use specific proxy settings; if so, those settings must be specified as options when configuring the secure browser. If connection issues persist, contact a network technician.

- **Test Environment Is Not Secure:**

This message can occur when the secure browser detects a forbidden application running on the device (see the section [Additional Measures for Securing the Test Environment](#)). If this message appears on an iPad, ensure that either Autonomous Single App Mode or Guided Access mode is enabled (see the section [Configuring Tablets for Testing](#)).

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, you have the ability to “force quit” the secure browser.

If you cannot close the secure browser, contact your [regional ESD partner](#) to obtain the force quit commands. *(Note: The force-quit command will log the student out of the test he or she is*

taking. When the secure browser is opened again, the student will have to log back in to resume testing.)

Appendix A. Student Test Settings and Accessibility Supports


If a student's default test settings and accessibility supports have not been pre-set in TIDE, the student is automatically assigned the default for each test setting (for that respective test). It is important to note that the default settings can vary by test. Only the settings available for that test will be displayed on the *Approvals and Student Test Settings* screen for that student.

If any non-editable test setting is incorrect, the student should not test.

Table 10. Student Test Settings Visible in TA Interface

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Universal Tools – Editable in the TA Interface Only				
English Dictionary	Smarter Balanced ELA PT: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	This tool is used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the Smarter ELA Performance Tasks only.
English Thesaurus	Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA TT	The thesaurus is an embedded tool that that is available for Smarter Balanced ELA Performance Tasks.
Expandable Items and Stimuli	All tests: <ul style="list-style-type: none"> On Off 		TA Interface Only State DTC	Allows student to expand the item and passage sections. <i>Note: This tool appears next to the stimulus context menu.</i>

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
			DLU STC TA TT	
Global Notes	Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	Allows students to use an on-screen notepad to enter notes that persist until the test has been submitted.
Highlighter	Smarter Balanced, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off ELPA: <ul style="list-style-type: none"> Always on 		TA Interface Only State DTC DLU STC TA TT	Allows students to select the text on the screen and then select Highlight Selection from the context menu.
Line Reader	All Tests: <ul style="list-style-type: none"> On Off 	Table 3.3 OAKS (p. 26) Table 6.4 ELPA (p. 49)	TA Interface State DTC DLU STC TA	Allows student to raise and lower the tool for each line of text on the screen. This tool is not available while the Highlighter tool is in use.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Mark for Review	Smarter Balanced: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Always available 		TA Interface Only State DTC DLU STC TA TT	Allows student to mark a question for review, from the context menu.
Mouse Pointer	All tests: <ul style="list-style-type: none"> System Default Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow 		TA Interface Only State DTC DLU STC TA TT	To provide enhanced visibility the mouse pointer may be changed in color and increased in size.
Paginated Item Groups	Smarter Balanced ELA, Smarter Math CAT, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off Smarter Balanced Math PT: <ul style="list-style-type: none"> Not supported ELPA: <ul style="list-style-type: none"> Always on 		TA Interface Only State DTC DLU STC TA TT	Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Response Recovery	Smarter Balanced Tests & ELPA: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA TT	Allows students to view and restore responses they previously entered for an open-response question during the same testing session.
Strikethrough	All tests: <ul style="list-style-type: none"> On Off 		TA Interface Only State DTC DLU STC TA TT	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words.
Embedded Designated Supports				
Color Choices	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Black on White Black on Rose Medium Gray on Light Gray Yellow on Blue Reverse Contrast OAKS Science & Social Sciences: <ul style="list-style-type: none"> Black on White Black on Blue Black on Rose Black on Yellow Medium Gray on Light Gray Yellow on Blue 	Table 2.3 SB (p. 26) Table 3.3 OAKS (p. 30) Table 6.4	TIDE & TA Interface State DTC DLU STC TA	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
	<p>ELPA:</p> <ul style="list-style-type: none"> • Black on White • Black on Blue • Black on Cream • Black on Pink • Yellow on Blue • Reverse Contrast 	<p>ELPA (p. 49)</p>		

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Glossary	<p>Smarter Balanced ELA:</p> <ul style="list-style-type: none"> • English (<i>universal tool</i>) • No Glossary <p>Smarter Balanced Math*:</p> <ul style="list-style-type: none"> • English (<i>universal tool</i>) • Arabic & English • Arabic • Cantonese & English • Cantonese • Filipino & English • Filipino • Korean & English • Korean • Mandarin & English • Mandarin • Punjabi & English • Punjabi • Russian & English • Russian • Spanish & English • Spanish • Ukrainian & English • Ukrainian • Vietnamese & English • Vietnamese • No Glossary <p>All other tests:</p> <ul style="list-style-type: none"> • <i>Not supported</i> 	<p>Table 2.1 SB (p. 9)</p> <p>Table 2.3 SB (p. 13)</p>	<p>Smarter Balanced ELA & Math CAT – TIDE & TA Interface</p> <p>Smarter Balanced ELA & Math PT – TIDE Only</p> <p>State DTC DLU STC TA</p>	<p>Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language.</p> <p>Language options for Glossaries vary by assessment. Not all options listed are available for all tests.</p> <p>Smarter Balanced Performance Task foreign language glossaries must be set in TIDE prior to the student opening the test.</p>

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Item Type Exclusion <i>*Item type exclusion must be assigned to the student prior to the start of testing</i>	OAKS Science & Social Sciences: <ul style="list-style-type: none"> • None • Grid Items All other tests: <ul style="list-style-type: none"> • <i>Not supported</i> 	Table 3.3 OAKS (p. 26)	TIDE Only State DTC DLU STC	Allows students to receive a test that excludes item types per the student's IEP. Item Types Exclusion is only available on OAKS Science and Social Sciences.
Masking	All Tests: <ul style="list-style-type: none"> • On • Off 	Table 2.3 SB (p. 13) Table 3.3 OAKS (p.26) Table 6.4 ELPA (p. 49)	TIDE & TA Interface State DTC DLU STC TA	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Presentation <i>* must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math*: <ul style="list-style-type: none"> English Spanish (Designated Support) Braille (Accommodation) Smarter Balanced ELA*: <ul style="list-style-type: none"> English Braille (Accommodation) OAKS Science & Social Sciences: <ul style="list-style-type: none"> English Spanish (Designated Support) Braille (Accommodation) ELPA: <ul style="list-style-type: none"> Not supported 	Table 2.3 SB (p. 14) Table 2.5 SB (p. 18) Table 3.3 OAKS (p. 27) Table 3.5 OAKS (p. 31)	OAKS, Smarter Balanced ELA & Math CAT – TIDE & TA Interface Smarter Balanced ELA & Math PT – TIDE Only State DTC DLU STC TA	The presentation that the student is taking the test in. <ul style="list-style-type: none"> Spanish translation is available for Smarter Math, OAKS Science and Social Sciences. Braille is available for OAKS Science and Social Sciences, as well as Smarter ELA and Math. Upon selecting Braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed. Presentation must be set in TIDE for Smarter Balanced Performance Tasks prior to the student logging in to the test.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Print on Request	<p>Smarter Balanced Math & ELA:</p> <ul style="list-style-type: none"> • Off • Items • Stimuli • Stimuli & Items <p>OAKS Science & Social Sciences:</p> <ul style="list-style-type: none"> • Off • Stimuli & Items <p>ELPA:</p> <ul style="list-style-type: none"> • Off • Items • Stimuli • Stimuli & Items 	<p>Table 2.3 SB (p. 13)</p> <p>Table 3.3 OAKS (p. 26)</p> <p>Table 6.4 ELPA (p. 49)</p>	<p>TIDE & TA Interface</p> <p>State DTC DLU STC TA</p>	<p>This accessibility support permits students to request printouts of test content.</p> <p>None – Students cannot request printing of any test stimuli or questions.</p> <p>Stimuli – Students can request printing of any stimuli).</p> <p>Items – Students can request printing of any questions (including answer options).</p> <p>Stimuli and Items – Students can request printing of any test stimuli and questions (including answer options).</p> <p>Note: Print on Request may be changed in the TA interface for Smarter Balanced tests.</p> <p>When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described in the <i>Test Administration Manual</i>.</p>

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Print Size	All Tests: <ul style="list-style-type: none"> • Default/No Zoom = 1X • Level 1 = ~1.5X • Level 2 = ~1.75X • Level 3 = ~2.5X • Level 4 = ~3X 	Table 2.3 SB (p. 14) Table 3.3 OAKS (p. 26) Table 6.4 ELPA (p.50)	TIDE & TA Interface State DTC DLU STC TA	The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual test pages. <i>Note: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point.</i> <i>Zoom settings persist across test pages.</i>
Suppress Score	OAKS Science & Social Sciences: <ul style="list-style-type: none"> • Off • On All other tests: <ul style="list-style-type: none"> • <i>Not supported</i> 	Table 3.3 OAKS (p. 26)	TIDE & TA Interface State DTC DLU STC TA	

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Embedded Accommodations – Editable ONLY in TIDE unless otherwise specified.				
American Sign Language <i>* ASL must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math & ELA*: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 SB (p. 18)	Math PT – TIDE Only State DTC DLU STC TA	Allows students to view a video with a signed translation of the passage or question. Available for Smarter ELA listening questions and Mathematics tests.
Audio transcript	Smarter Balanced ELA (Listening Stimuli): <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 SB (p. 19)	ELA listening passages – TIDE Only State DTC DLU STC TA	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for Smarter ELA listening passages that have closed captioning.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Braille Type	<p>Smarter Balanced ELA:</p> <p>Not Applicable</p> <ul style="list-style-type: none"> Contracted Uncontracted <p>Smarter Balanced Math:</p> <ul style="list-style-type: none"> Nemeth Not Applicable <p>OAKS Science:</p> <ul style="list-style-type: none"> Nemeth Not Applicable <p>OAKS Social Sciences:</p> <ul style="list-style-type: none"> Not Applicable Contracted Uncontracted <p>ELPA:</p> <ul style="list-style-type: none"> <i>Not supported</i> 		<p>TA Interface Only</p> <p>State DTC DLU STC TA</p>	Only available when Presentation is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser.
Closed Captioning	<p>Smarter Balanced ELA CAT*:</p> <ul style="list-style-type: none"> Off On <p>All other tests</p> <ul style="list-style-type: none"> <i>Not supported</i> 	Table 2.5 SB (p. 18)	<p>TIDE Only</p> <p>State DTC DLU STC TA</p>	<p>Enables closed captions for audio in Smarter ELA tests only.</p> <p><i>Must be set in TIDE.</i></p>

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Emboss	Smarter Balanced and OAKS Science & Social Sciences: <ul style="list-style-type: none"> None Stimuli & Items ELPA: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC DLU STC TA	Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.
Emboss Request Type	Smarter Balanced Math, OAKS Science: <ul style="list-style-type: none"> Auto-request Smarter Balanced ELA OAKS Social Sciences: <ul style="list-style-type: none"> On-Request Auto-request ELPA: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC STC TA	Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test. <i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i>
ELPA Domain Exemptions <i>* ELPA domain exemptions must be assigned to the student prior to the start of testing</i>	ELPA: <ul style="list-style-type: none"> No Exemptions Listening Reading Speaking Writing All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 6.6 ELPA (p. 53)	TIDE Only State DTC DLU	Some students may be exempted from specified ELPA domains based on their IEP. A student may not be exempt from all four domains.

Test Settings	Options* <i>Bold is the Default</i>	References	Editability	Notes
Mute System Volume <i>*Only available when Presentation is set to Braille</i>	Smarter Balanced: <ul style="list-style-type: none"> Off: Read Items and Stimuli Aloud (Accommodation) On: Read Items Only Aloud (Designated Support) All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC DLU STC TA	<i>This feature is only available on Smarter Balanced Braille tests.</i> Allows screen reader software to read aloud either items or items and stimuli to students using approved screen readers on Braille tests.
Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations)	All tests: <ul style="list-style-type: none"> Off On 	Table 2.6 SB (p. 19 & 22) Table 3.6 OAKS (p. 32) Table 6.7 ELPA (p. 54)	TIDE Only State DTC DLU STC TA	Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.
Streamlined Interface Mode <i>*Streamlined interface mode must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off On OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off On ELPA: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 2.5 SB (p. 18) Table 3.5 OAKS (p. 31)	TIDE Only State DTC DLU STC TA	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.

* The general default setting for each category is listed in bold text. Please be aware that these identified default settings may vary by subject/content area, test grade level, or test language.

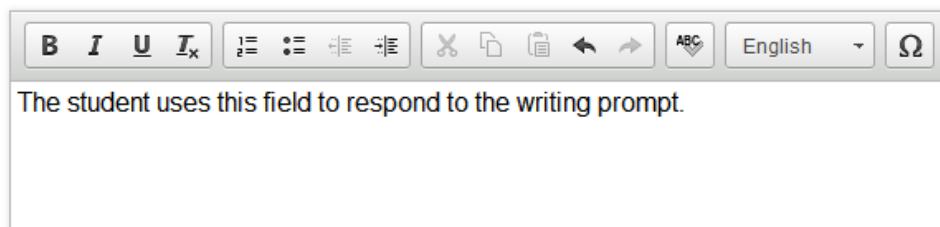
** Users can download the NeoSpeech™ voice packs from TIDE in the **General Resources** tab. Instructions for downloading this voice pack are also available in TIDE.

*** For general information about installing and configuring voice packs by operating system, refer to the [*Technical Specifications Manual for Online Testing*](#), available on the OAKS Portal.

Appendix B. Open-Response Formatting Toolbar

In addition to the standard test tools described in the section [Embedded Accessibility Supports](#), students can use a formatting toolbar above the response field for open-response questions (see [Figure 42](#)). The formatting toolbar allows students to apply styling to text and use standard word-processing features.

Figure 42. Open-Response Formatting Toolbar



[Table 11](#) provides an overview of the formatting tools available.

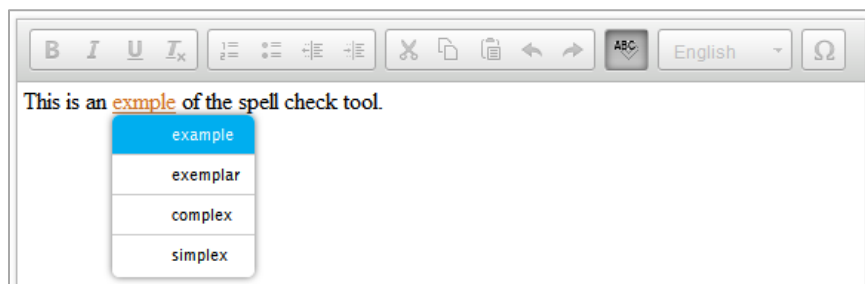
Table 11. Description of Formatting Tools

Tool	Description of Function
B I U	Bold, italicize, or underline selected text.
I_x	Remove formatting that was applied to the selected text.
1. 2. • •	Insert a numbered or bulleted list.
→	Indent a line of selected text.
←	Decrease indent of text.
✂	Cut selected text.
📄	Copy selected text.
📄	Paste copied or cut text.
↶	Undo the last edit to text or formatting in the response field.
↷	Redo the last undo action.
ABC English	Use spell check to identify potentially misspelled words in the response field. The drop-down list allows you to set a language for this tool.
Ω	Add special characters in the response field.

Spell Check

The spell check tool identifies words in the response field that may be misspelled (see [Figure 43](#)).

Figure 43. Spell Check Tool



To use spell check:

1. Select a language for the spell check tool from the drop-down list, if necessary.
2. In the toolbar, select .
3. Potentially incorrect words change color and become underlined.
4. Select a misspelled word. A list of suggestions appears.
5. Select a replacement word from the list. If none of the replacement words are correct, close the list by clicking anywhere outside it.
6. To exit spell check, select again.

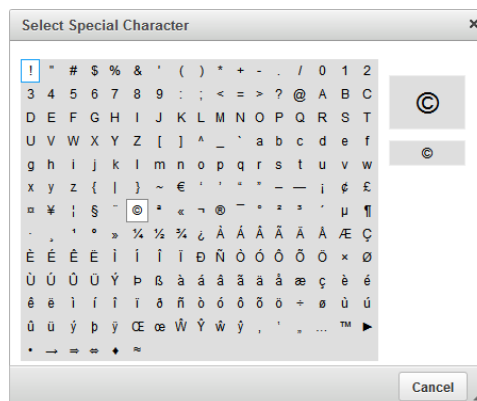
Special Characters

Students can add mathematical, accented characters, and other symbols.

To add a special character:

1. In the toolbar, select .
2. In the window that pops up, select the required character (see [Figure 43](#)).

Figure 44. Special Characters Window



Appendix C. Keyboard Navigation for Students

Students can use keyboard commands to navigate between test elements, features, and tools.



Keyboard commands require the use of the primary keyboard. Do not use keys in a numeric keypad. Some keyboard commands are only available when using a supported desktop secure browser.

Sign-In Pages and In-Test Pop-ups

[Table 12](#) lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 12. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Keyboard Command	Function
Tab	Move to the next option
Shift + Tab	Move to the previous option
Enter	Select the active option
Space	Mark checkbox
Arrow Keys	Scroll through drop-down list options
Esc	Close pop-up window

Keyboard Commands for Test Navigation

[Table 13](#) lists keyboard commands for navigating tests and responding to questions.

Table 13. Keyboard Commands for Test Navigation

Description of Function	Keyboard Commands
Scroll up	↑
Scroll down	↓
Scroll to the right	→
Scroll to the left	←
Move to the next element	Tab
Move to the previous element	Shift + Tab
Select an answer option	Space
Go to the next test page	Ctrl + →

Description of Function	Keyboard Commands
Go to the previous test page	Ctrl + ←
Open the global menu	Ctrl + G
Open a context menu	Ctrl+ M

Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access tools in the global and context menus. For more information about tools in the global menu, see [Table 7](#). For more information about tools in the context menu, see [Table 8](#).

Global Menu

To access the global menu tools using keyboard commands:

1. Press **Ctrl + G**. The global menu list opens.
2. To move between options in the global menu, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the global menu without selecting an option, press **Esc**.

Context Menus

- To navigate to an element, press **Tab**.
- To navigate in reverse, press **Shift + Tab**.

To open the context menu for an element:

1. Press **Ctrl + M**. The context menu for the selected element opens.
2. To move between options in the context menu, use the **Up** or **Down** arrow keys.
3. To select an option, press **Enter**.
4. To close the context menu without selecting an option, press **Esc**.

To select text and open context menu options:

1. Navigate to the element containing the text you want to select.
2. Press **Ctrl + M** to open the context menu.
3. If multiple options are available, use the arrow keys to navigate to **Enable Text Selection**.

4. Press **Enter**. A flashing cursor appears at the upper-left corner of the active element.
5. To move the cursor to the beginning of the text you want to select, use the arrow keys.
6. Press **Shift** and an arrow key to select your text. The text you select appears shaded.
7. Press **Ctrl + M** again. Choose the tool you want to use for the selected text.

Keyboard Commands for Grid Questions

Technology-enhanced questions with the grid response area (see [Figure 45](#)) may have up to three main sections:

- **Answer Space:** The grid area where students enter the response.
- **Button Row:** Action buttons may appear above the answer space. Buttons may include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, and **Connect Line**.
- **Object Bank:** A panel containing objects you can move to the answer space.

Figure 45. Grid Question

The screenshot shows a digital interface for a grid question. It is divided into three main sections, each labeled with a red box and a line pointing to it: **Object Bank**, **Button Row**, and **Answer Space**. The **Object Bank** is a vertical list on the left containing numerical values: 0.1, 0.2, 0.3, 0.4, 0.5, 0.9, 1.6, 2.5, 3.2, and 4.1. The **Button Row** is located above the answer space and contains a 'Delete' button with a trash can icon. The **Answer Space** is the largest area on the right. It contains two parts: **Part A** and **Part B**. **Part A** is titled 'Each full row = 1.0 meter' and shows three rows of empty grid boxes for answers. **Part B** contains two sentences: 'He will have [] meters of wire left over.' and 'He needs [] more meters of wire.', with 'OR' between them. The grid boxes are empty.

To move between the main sections:

- To move clockwise, press **Tab**.
- To move counter-clockwise, press **Shift + Tab**.

To add an object to the answer space:

1. With the object bank active, use the arrow keys to move between objects. The active object has a blue background.
2. To add the active object to the answer space, press **Space**.

To use the action buttons:

3. With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.
4. To select a button, press **Enter**.
5. Press **Space** to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space:

1. With the answer space active, press **Enter** to move between the objects. The active object displays a blue border.
2. Press **Space**.
3. Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

Appendix D. Transferring a Test Session

You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions while a session is in progress.



Warning: If you do not know the active Session ID, you cannot transfer the session.

OAKS Online ensures that you can only administer a test session from one browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original browser or device.

These instructions apply to both the TA Interface and TA Interface Training Site. However, you cannot transfer a session from the TA Interface to the TA Interface Training Site or vice versa.

To transfer a test session to a new device or browser:

1. While the session is still active on the original device or browser, log in to the TA Site on the new device or browser. A Session ID prompt appears.
2. Enter the active Session ID in the text box and click **Enter**. The TA Site appears, allowing you to continue monitoring your students' progress. The test session on the previous computer or browser automatically closes.

Appendix E. ELPA

This appendix provides specific guidance for TAs administering ELPA tests. The TA Interface used for ELPA test sessions is the same as that used for other assessments. ELPA tests also use the same Student Interface as OAKS Online. While the ELPA Student Interface shares the design and functionality of the OAKS Student Interface, ELPA tests require audio capabilities (playing/recording) on the computers used for testing.



Warning: To ensure that you are using the most up-to-date version of this guide, be sure to check the OAKS portal prior to the start of the ELPA test window on January 9, 2018. This section may be updated to reflect any changes in appearance, functionality, or policy related to ELPA.

Please note the following information specific to ELPA:

- The OAKS practice test site currently contains ELPA tests (by grade band) designed to familiarize students with question types that may be encountered on the operational test.
- **Students have one opportunity to complete their ELPA Summative test.** This single opportunity expires if not completed within 45 calendar days.
- **Students have one opportunity to complete their ELPA Screener test.** This single opportunity expires if not completed within 4 calendar days.
- Tests are available in English only.
- Because certain ELPA questions cannot be machine-scored, students do not receive an immediate score.
- All segments must be completed in order for the test to be scored.
- Any domain exemptions must be set in TIDE before the student begins testing.

Audio and Headset Requirements

Students must have the ability to both play and record audio when taking the ELPA tests. To ensure a smooth testing experience for students, it is imperative that schools ensure that computers are properly configured and that headsets with microphone capabilities are properly installed prior to administering the ELPA tests.



Note: Districts can purchase headsets that have been approved for use with ELPA using AIR's e-commerce site <http://www.airELPA.org/>. While headsets with microphones are required for the ELPA tests, districts are not required to use this specific model (Plantronics 355). Refer to the OAKS Portal for assistance with this headset model. Districts can also purchase headsets commercially. See the [Technical Specifications Manual for Online Testing](#) for a list of headsets AIR has tested with the secure testing system. *USB headsets must be used with any computers running NComputing.*

The ELPA student approval process includes additional steps to verify that audio capabilities are functioning correctly before the student begins the ELPA tests. This is detailed in the next section.

Audio Playback Check

Upon TA approval, the student must perform a two-part sound and audio check to verify that audio is working correctly and that the computer can recognize the student's recording. For information about performing the first step of the sound check, see the section [Step 5b: Audio Playback Check](#). *Note: Headphones and microphones should be plugged in before opening the secure browser.*






Note: In order to change the audio settings on the computer, the student may need to log out and close the Secure Browser. After adjusting the necessary audio settings, the student needs to log in again and be approved before trying the sound check again. For more information on managing headsets, see the following link: <http://oaksportal.org/installing-usb-headset-drivers/>.

Recording Check

This screen requires students to test their microphone to make sure their voice can be heard.

Figure 46. ELPA Recording Check Screen

To check recording device settings:

3. To begin recording, students select the  icon.
4. Students speak into their recording device.
5. To stop recording, students select the  icon.
6. To listen to their recorded audio, students select the  icon.

7. Depending on the recorded audio quality, students do one of the following:
 - If the recorded audio is audible, students select **I heard my recording**.
 - If the recorded audio is not audible, students select **I did not hear my recording**. The **Problem Recording Audio** page appears.

Troubleshooting Recording Device Issues

The **Problem Recording Audio** page appears when students experience difficulties recording audio or playing back recorded audio. This page gives students up to three options:

- **Try Again:** This returns students to the **Recording Device Check** page.
- **Log Out:** This returns students to the sign-in page. You should troubleshoot the recording device or set up a new recording device.
- **Select New Recording Device:** This option only appears for students testing on computers or tablets with multiple recording devices. When students select this option, the **Recording Input Device Selection** page appears (see [Figure 47](#)), listing the available recording devices.

Figure 47. Recording Input Device Selection Page

Recording Input Device Selection

Please speak and select the recording input device which best detects your voice, and then click [Yes]. If there are no devices, or if none of the devices detects your voice, click [Problem (No)].

default: Built-in Audio Analog Stereo	<div></div>
Built-in Audio Analog Stereo	<div></div>

Problem (No) **Yes**

- a. To select a different recording device, students speak their names. The blue bar to the right of each recording device indicates the strength of the audio detection for that device.
- b. Students select the recording device with the strongest audio detection.
- c. Students select **Yes**.



Note: The **Recording Input Device Selection** page only allows students to change recording input devices. The audio output device does not change.

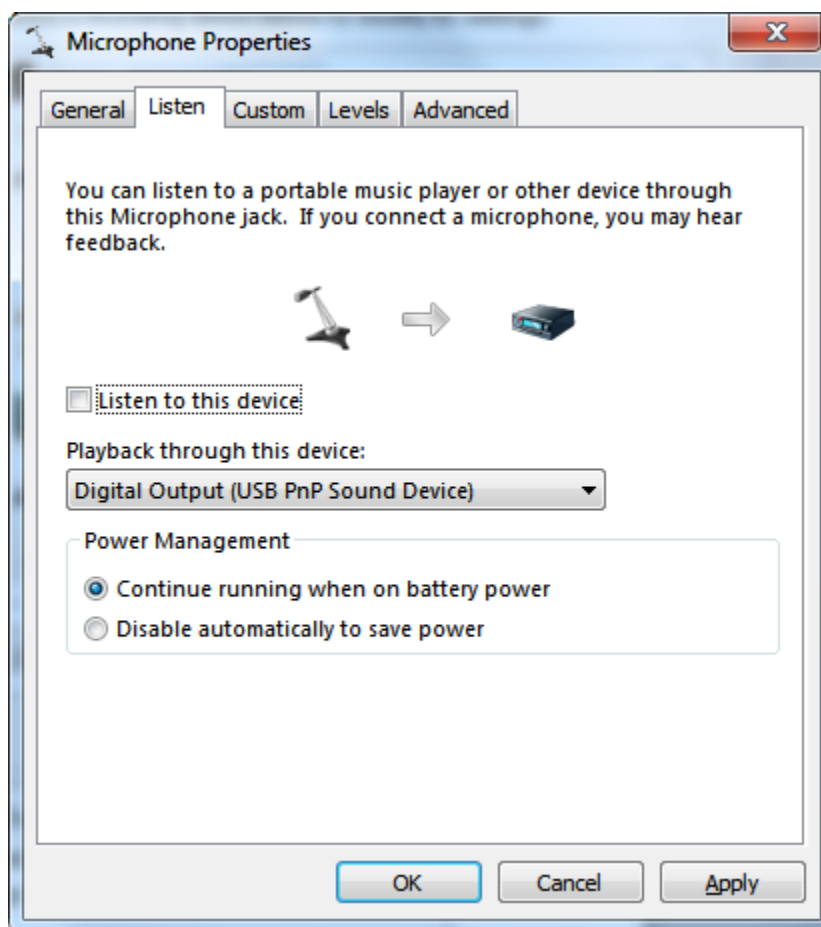
On Windows 7, the playback of recordings from some USB headsets may be too quiet—even when the volume control for the headset is set at a comfortable level. The following procedure describes how to adjust the recording volume for the headset.

1. Plug the USB headset into the computer.
2. Open the Control Panel, and select **Sound**.
3. Under the recording tab, click **Microphone: USB PnP Sound Device**.

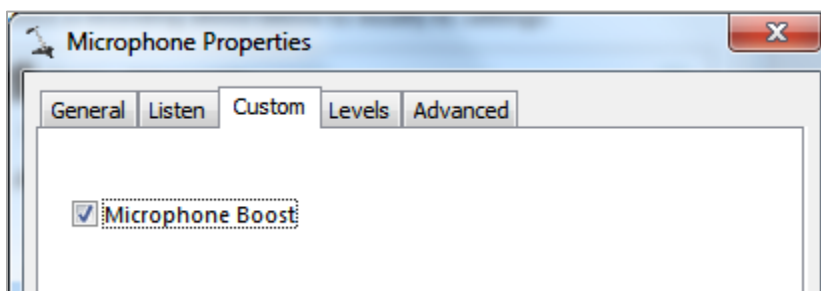


4. Click **Properties**, and click the **Listen** tab.

- From the **Playback through this device** drop-down list, select **Digital Output (USB PnP Sound Device)**.




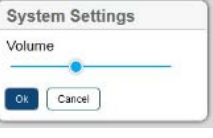








- Under the **Custom** tab, mark the **Microphone Boost** checkbox.



- Click **OK** to close the Microphone Properties dialog box, and click **OK** to close the Sound dialog box.

Test Tools and Buttons in ELPA

In addition to the standard tools and buttons used for OAKS Online, the ELPA tests contain several additional features specific to ELPA. The tools and buttons described below are displayed only on certain types of questions.

Button/Icon	Description of Function
Ctrl + M	Open the CONTEXT MENU for that element.
	Cog wheel to adjust sound volume
	Volume slider. After a student clicks on the cog wheel to adjust sound volume, this volume slider will pop up. Moving the blue dot to the left lowers the volume; moving the blue dot to the right increases the volume. The student must click OK when satisfied with the volume level.
	View the TUTORIAL for guidance on how to answer this specific type of question.
	SAVE your recording or written response.
	Play the audio to LISTEN to the question.
	REWIND the audio to play from the beginning.
	Play the audio file to LISTEN to the answer choice.
	The audio file for this question is currently playing. Click this button to PAUSE playback.
	The audio file for this answer choice is currently playing. Click this button to STOP playback.
	The audio file cannot be played because another audio file on the page is currently playing.



Alert: The cog wheel listed in the ELPA Test Tools and Buttons table is unavailable for Chromebook, iOS, and Android devices. Students on these system should use device volume controls.

Appendix F. Administering Smarter Balanced Performance Tasks

Setting Up Test Sessions

Test Administrators will need to include all Performance Tasks in the grade and subject for which they are administering tests in their test sessions. To do this, expand the list of Smarter Balanced tests in the test selection window by clicking on the “+” next to Smarter Balanced, and choosing a subject (English Language Arts or Mathematics).

The screenshot shows a 'Test Selection' window with a tree view. The 'Available' tab is selected. The tree structure is as follows:

- ☒ Smarter Balanced
 - ☒ English Language Arts (ELA)
 - ☒ Computer Adaptive Test (CAT)
 - ☒ Performance Task (PT)
 - ☐ Grade 3 ELA PT
 - ☐ Grade 4 ELA PT
 - ☐ Grade 5 ELA PT
 - ☐ Grade 6 ELA PT
 - ☐ Grade 7 ELA PT
 - ☐ Grade 8 ELA PT
 - ☐ High School ELA PT

At the bottom of the window, there is a green button labeled 'Start Available Tests Session' with a play icon, and a 'Close' button.

Setting Designated Supports and Accommodations for Performance Tasks

Some designated supports and accommodations require that students receive a specific Performance Task form. These designated supports and accommodations include:

- American Sign Language (ASL)
- Foreign language glossaries
- Presentation (Spanish/Braille)

A Performance Task form is assigned to a student as soon as the student clicks on a test name to ask for TA approval to enter a test. Therefore, the designated supports and accommodations listed above, which require a special test form, must be set in TIDE prior to the student logging into a test session and selecting a test. Even if the TA does not approve the student to test, the school or district will need to request that the student's test be reset if the student attempted to enter the test prior to the correct testing setting for presentation, foreign language glossaries, or American Sign Language being entered in TIDE.

The requirement that the designated supports and accommodations listed above must be set prior to the student clicking on a test name to request TA approval to enter a test only applies to Performance Tasks. Smarter Balanced CAT tests, ELPA 21 tests, as well as OAKS Science and Social Sciences tests, are adaptive tests, so forms are not assigned in advance to students. For adaptive tests, these designated supports and accommodations can be changed in TIDE at any time prior to TA approval of the student to enter the test. If the TA has approved the student to enter the test without properly setting the designated supports and accommodations then the test will need to be reset.

Appendix G. User Support

For additional information and assistance in using OAKS Online, contact the OAKS Help Desk.

The Help Desk is open Monday through Friday from 7:00 a.m. to 5:00 p.m. Pacific Time (except holidays or as otherwise indicated on the OAKS portal).

OAKS Help Desk

Toll-Free Phone Support: 1-866-509-6257(OAKS)

Email Support: OAKS.HelpDesk@air.org

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- Test Administrator name
- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 7 and Firefox 60)
- Information about your network configuration, if known:
 - Secure browser installation (to individual devices or network)
 - Wired or wireless internet network setup

Appendix H. Change Log

Change	Date
Deleted sentence from Line Reader section of Table 7 that stated that tool is not available for SB tests (p. 37).	1/9/18
Noted that Audio Transcripts are only available for ELA Listening passages that have closed captioning (p. 37 and p. 68)	2/5/18
Added Alert about pausing test before closing lid of Chromebook under "Pausing Tests" in Section VIII (pg. 49)	5/2/18
Updated language about secure browser proxy setting and added sentence about contacting a network technician to "Troubleshooting" section of "About the Secure Browser"(pg. 56)	5/2/18
Added info about warning icon that appears in Status column for connection issues in Table 5 (pg. 21)	5/2/18
Added information about setting Print on Request accommodation in Alert under "Approving Students for Testing" in Section V (pg. 19)	6/4/18
Added ELPA Screener to Table 2 under "Tests Available in OAKS Online" in Section II (pg. 4)	7/9/18
Added ELPA Screener to "About Segmented Tests" and "Test Opportunity Expiration Rules" in Section II (pg. 5)	7/16/18
Added Temp ID as way to look up students under "Looking Up Students" in Section IV (pg. 12)	7/9/18
Updated Figure 10 to reflect new ELPA test label under "Starting a Test Session" in Section V (pg. 15)	7/9/18
Updated ELPA test category name in Table 4 under "Starting a Test Session" in Section V (pg. 16)	7/9/18
Updated ELPA Domain Exemptions name in Alert under "Approving Students for Testing" in Section V (pg. 19)	7/9/18
Added Temp ID as way for students to sign in under "Step 1: Signing Students In" in Section VI (pg. 25)	7/9/18
Updated ELPA test category and test name in Figure 19 under "Step 3: Selecting a Test" in Section VI (pg. 28)	7/9/18
Added ELPA Screener to list of ELPA test information in Appendix E (Appendix, pg. 8)	7/9/18